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ABSTRACT

The document, half of which consists of appendixes, discusses the development and implementation of individualized education programs (IEPs) for handicapped children in the state of Illinois. A sequential presentation of the Illinois rules and regulations applying to IEPs is provided, and the major mandated steps in the development if IEPs are covered, from initial screening through program evaluation. An 18 step model for developing a written IEP is presented, and both mantated and recommended components of an IEP are described. In keeping with the mandated multidisciplinary team approach to the IEP process, roles and responsibilities are defined for the following groups of special education personnel: directors of special education, principals, representatives of state operated or private programs, school psychologists, speech and language clinicians, special and regular education teachers, school social workers, school nurses, guidance/special education counselors, vocational/career educators, parents, and personnel providing other related services. Some critical issues pertaining to the IEP process are examined in question and answer format. Appendixes include sample IEP program forms, a glossary of terms, lists of national and Illinois organizations, names and addresses of Illinois IEP Task Force members, and references. (DLS)

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THE ILLINOIS PRIMER ON INDIVIDUALIZED EDUCATION PROGRAMS

Prepared by:

State Board of Education
Illinois Office of Education
Department of Specialized Educational Services
and
Illinois Regional Resource Center

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(Public Law 94-142)

Springfield, Illinois
June, 1979

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FOREWORD

The Illinois Office of Education, Department of Specialized Educational Services, and the Illinois Regional Resource Center are pleased to disseminate The Illinois Primer on Individualized Education Programs. This document replaces the Illinois Interim Resource Manual for Preparing Individualized Education Programs. The Primer is based on the final Federal Rules and Regulations to implement The Education for All Handicapped Children Act (Public Law 94-142) published in the Federal Register, August 23, 1977 (hereinafter referred to as Federal Rules and Regulations), The School Code of Illinois, and the Rules and Regulations to Govern the Administration and Operation of Special Education in Illinois effective February 1, 1979 (hereinafter referred to as State Rules and Regulations). Throughout the document, differentiation has been made between that which is mandated by law and those procedures which can be considered as best practice.

The Federal Rules and Regulations require that each state and local education agency insure that all handicapped children have the right to a free appropriate public education and that an individualized education program (IEP) is developed, is in effect and is reviewed and revised at least once a year for each child receiving special education, regardless of what institution or agency provides the service. The Federal Rules and Regulations state four major purposes:

"a) to insure that all handicapped children have available to them a free appropriate public education which includes special education and related services to meet their unique needs,

b) to insure that the rights of handicapped children and their parents are protected,

c) to assist states and localities to provide for the education of all handicapped children, and

d) to assess and insure the effectiveness of efforts to educate those children."

The individualized education program is the central management tool for attaining these purposes.

The Primer represents experiences gained during the 1977-78 and 1978-79 school years and joint efforts of the Illinois Office of Education and the field in developing and refining systems necessary to provide a free appropriate public education to each handicapped child in Illinois.

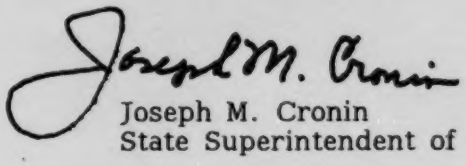
Appreciation is extended to Helene Gordon, Carl Schmidt, and Pam Jurkoshek of the Illinois Regional Resource Center and Judith Gray of the Illinois Office of Education for their diligent efforts in developing the Primer.

Acknowledgement is also given to the IEP Task Force (listed in Appendix B) who contributed advice and suggestions which have been incorporated into this document.

The Illinois Office of Education would like to acknowledge the work of Dr. Colleen Blankenship of the University of Illinois and the many others throughout Illinois who participated in the preparation of the Illinois Interim Resource Manual for Preparing Individualized Education Programs. The Interim Resource Manual, prepared pursuant to the Bureau of Education for the Handicapped Grant #OEGO-74-7901, was written prior to the adoption of the Federal and State Rules and Regulations pertaining to Public Law 94-142 and was invaluable in facilitating the first year implementation of individualized education programs in Illinois.

This document has been developed for use by those involved in a conjoint effort to provide education for handicapped children throughout Illinois. The Primer is addressed to the team as a whole rather than individual members. The key elements and decisions are made by groups throughout the process; i.e., a case study evaluation team, multidisciplinary conference participants, IEP meeting participants, and annual review participants.

It is sincerely hoped that this manual is of assistance in developing and implementing individualized education programs.



Joseph M. Cronin
State Superintendent of Education

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I. INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS

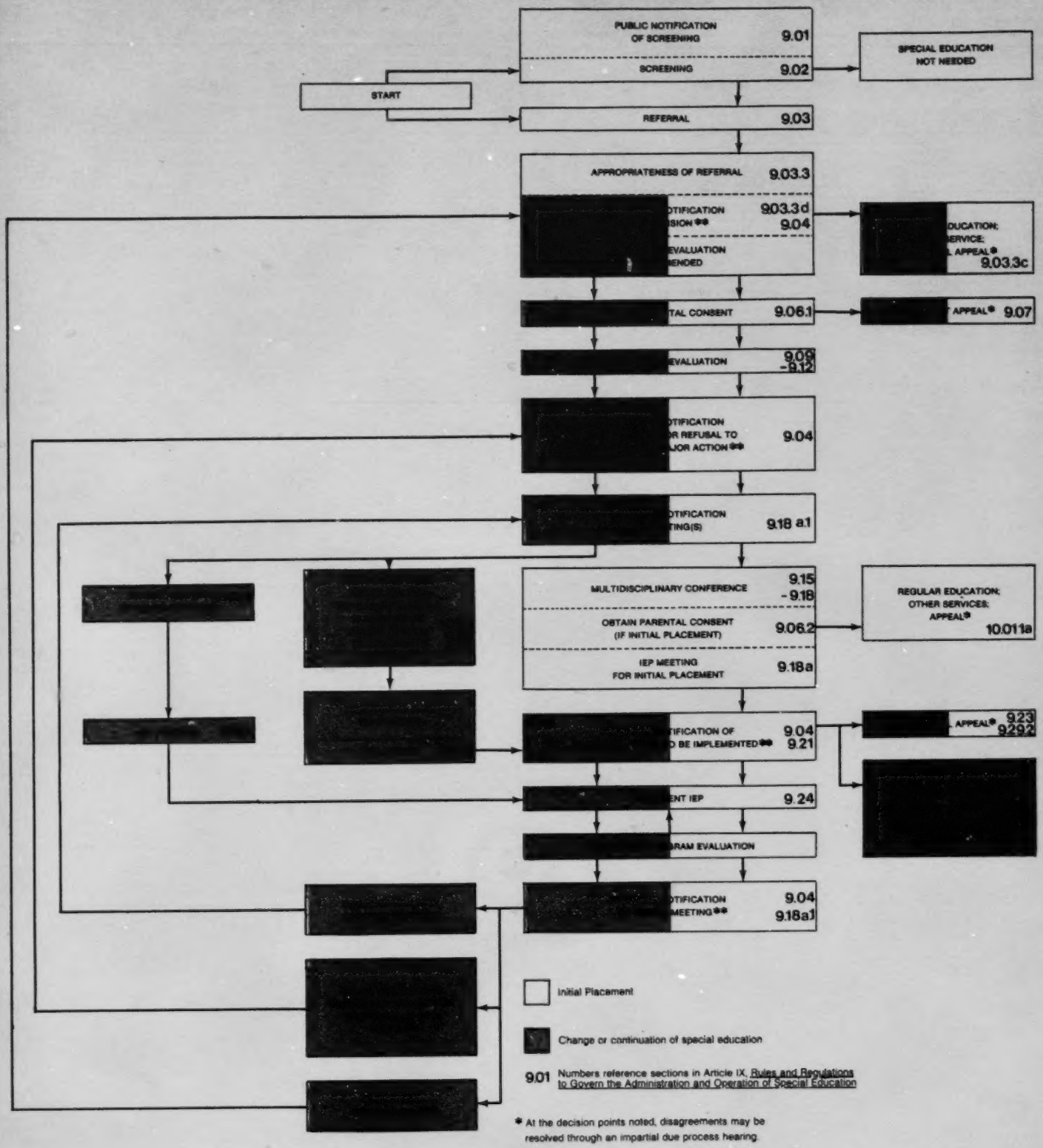
If handicapped children and youth are to be identified and served in compliance with Illinois and Federal laws, it is essential that local school districts and special education joint agreements adopt systematic procedures for assuring the appropriateness of the individualized education program (IEP). In Chapter I a suggested system has been developed to assist all school personnel to understand the IEP process in its entirety from the initial screening of students in the regular education program or of children not yet in school through special education program implementation and program evaluation. A flow chart has been developed to illustrate the major mandated steps in the development of the IEP process. These steps are designed to accomplish two major goals:

1. to insure that each handicapped student has the right to a free and appropriate education in the least restrictive environment within the time frame specified by law; and

2. to establish a procedure whereby if a student's initial identification as handicapped is inappropriate or if the student's educational problem is remediated, he/she is able to exit from the special education program.

The purpose of Chapter 1 is to provide a sequential presentation of the State Rules and Regulations which apply to IEP's. The numbers in the left margin of the page refer to sections of the Rules and Regulations to Govern the Administration and Operation of Special Education in Illinois unless otherwise noted as F.R.R. (Federal Rules and Regulations).

INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS


PUBLIC NOTIFICATION OF SCREENING 9.01
SCREENING 9.02
SPECIAL EDUCATION NOT NEEDED
START
REFERRAL 9.03
APPROPRIATENESS OF REFERRAL 9.03.3
9.03.3d
9.04
9.03.3c
9.06.1
APPEAL* 9.07
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9.04
9.18 a.1
MULTIDISCIPLINARY CONFERENCE 9.15 - 9.18
OBTAIN PARENTAL CONSENT (IF INITIAL PLACEMENT) 9.06.2
REGULAR EDUCATION; OTHER SERVICES; APPEAL* 10.011a
IEP MEETING FOR INITIAL PLACEMENT 9.18a
9.04
9.21
APPEAL* 9.23 9.292
9.24
9.04
9.18a1
Initial Placement
Change or continuation of special education
9.01 Numbers reference sections in Article IX, Rules and Regulations to Govern the Administration and Operation of Special Education
* At the decision points noted, disagreements may be resolved through an impartial due process hearing.
** Parents must be given written notification if the district proposes or refuses to initiate or change the identification, evaluation, educational placement or the provision of a free appropriate public education (F.A.P.E.)

FIGURE 1

EXPLANATION OF FIGURE 1: IEP PROCESS

ANNUAL PUBLIC NOTIFICATION OF SCREENING

9.02
9.01 Each local school district is required to actively seek out and identify all exceptional children in the district, ages 3-21. Each local school district is required to notify all residents within the district of the special education programs and of the rights of exceptional children.

SCREENING

1.10
9.02 Screening is "the process of reviewing all children in a given group with a set of criteria for the purpose of identifying certain individuals for evaluations who may be in need of special education." The screening process may utilize formal screening instruments, informal observation, or a combination of both. Screening procedures shall include but not be limited to: annual screening by teachers and other professional personnel, for referral of those children who exhibit problems which interfere with their educational progress and/or their adjustment to the educational setting; an annual screening of children between the ages of 3 and 5, to identify those who may need special education; hearing and vision screening at regular intervals during the child's school career; speech and language screening of each child upon initial enrollment in a public school district in Illinois.

REFERRAL

9.03
9.03.2 Referral is a formal procedure requesting a case study evaluation of a child to establish the child's current level of performance and specific educational service needs. The referral may be initiated by school district personnel, the child's parents, community service agencies, persons having primary care and custody of the child, other professional persons having knowledge of the child's problems, the child or the Illinois Office of Education.

APPROPRIATENESS OF REFERRAL

9.03.3
9.03.3a The local school district determines the appropriateness of the referral for a case study evaluation. This determination may require further observation, instructional assessment, consultation with the referring agent, consultation with the individual's teacher, and/or a conference with the child. After examination of all pertinent information, the school may either recommend that: 1) a case study evaluation be conducted, 2) a case study evaluation not be conducted and the reasons for the decision, or 3) service from professionals outside the educational domain be provided. The referring agent, if other than the parent, must be notified of the school district's decision.

PARENTAL NOTIFICATION OF DECISION TO CONDUCT OR NOT TO CONDUCT A CASE STUDY EVALUATION

9.03.3b Before any action can be taken on a request for a case study evaluation, the child's parents must be notified in writing that a referral has been made and of the district's decision to conduct or not to conduct a case study evaluation. State Rules and Regulations state:

9.03.3d "When the district decides not to conduct a case study evaluation, the parents shall be notified, in writing, of the following:

(1) The date of the referral and the reasons the case study evaluation was requested

(2) The reasons the district has decided not to conduct a case study evaluation."

State Rules and Regulations further state:

9.04 "Parents or guardians of an exceptional child must be notified in writing when the local school district proposes to initiate or change the identification, evaluation or educational placement of the child or the lack of a provision of a free appropriate public education to the child."

Federal Rules and Regulations state:

121a.504a "Written notice...must be given to the parents of a handicapped child a reasonable time before the public agency:

(1) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child, or

(2) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child."

Federal Rules and Regulations differ from State Rules and Regulations in that the Federal Rules and Regulations, Section 121a.504a, includes the words "or refuses" in addition to "proposes," and specifies "or the provision of" instead of "or the lack of a provision of." At the time the State Rules and Regulations were being revised to comply with P.L. 94-142, it may have been assumed that Section 9.03.3d of the State Rules and Regulations adequately addressed the intent of Section 121a.504a (1) and (2) of the Federal Rules and Regulations. However, upon closer analysis, one may note that Section 9.03.3d of the State Rules and Regulations only addresses a district's decision not to conduct a case study evaluation. It does not address a district's refusal to initiate or change the identification, educational placement or the provision of a free appropriate public education. For this reason, it should be noted that a district is required according to P.L. 94-142 to notify parents in writing if it

refuses or proposes, to initiate or change the identification, educational placement or the provision of a free appropriate public education.

9.04 "1. The notice shall be:

a. Written in language understandable to the general public, and

b. Provided in the native language of the parent or other mode of communication used by the parents, unless it is clearly not feasible to do so.

c. If the native language or other mode of communication of the parent is not a written language, the local school district shall insure:

(1) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication,

(2) That the parent understands the content of the notice, and

(3) That there is written evidence on file that the requirements of these regulations have been met.

2. The notice shall contain:

a. A full explanation of the procedural safeguards available to the parents, including the availability upon request of a list of free or low cost legal and other relevant services available locally to assist parents in initiating an impartial due process hearing;

b. A description of the action proposed or refused by the local school district, an explanation of why that district proposes or refuses to take the action, and a description of any options that district considered and the reasons why those options were rejected;

c. A description of each evaluation procedure, test, record or report that district uses as a basis for the proposal or refusal; and

d. A description of any other factors which are relevant to that district's proposal or refusal."

PARENTAL CONSENT FOR CASE STUDY EVALUATION

9.06.1
9.07 Written parental consent must be obtained before a case study evaluation can take place. If the parents do not consent to the case study evaluation, and the objection is not resolved by a conference with the parents, the school district may request an impartial due process hearing to decide whether or not a case study evaluation should take place.

CASE STUDY EVALUATION

9.08 Before the case study evaluation can be initiated, the local school district shall be responsible for determining the child's cultural background, language use pattern, and mode of communication, if not verbal speech.

9.09
9.11.6f Each student's local school district is responsible for conducting a case study evaluation appropriate to the nature of the problems which caused the referral, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. The intensity of the evaluation shall be determined by the complexity of the child's problems. The amount of information gathered shall include that which is necessary to understand those problems and develop the individualized education program.

9.11.6e Upon initiation of the case study evaluation, the following procedures are required by State Rules and Regulations. The evaluation is made by a multidisciplinary team, including one teacher or other specialist with knowledge in the area of the suspected disability. "For the child suspected of having specific learning disabilities, the following additional team members must also be included: the child's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher certified to teach a child of his or her age; or for a child of less than school age, an individual qualified to teach a child of his or her age."

9.11
9.11.2
9.11.4 "Each case study evaluation shall be conducted so as to assure that it is linguistically, culturally, racially, and sexually nondiscriminatory...Psychological evaluation of a child shall be performed by a certified school psychologist who has demonstrated competencies in, and knowledge of, the language and culture of the child...If the child's receptive and/or expressive communication skills are impaired due to hearing and/or language deficits, the district shall utilize test instruments and procedures which do not stress spoken language and one of the following: a. Visual communication techniques in addition to auditory techniques b. An interpreter to assist the evaluative personnel with language and testing."

9.11.6b
9.11.6c
9.11.6d "Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient...When tests are administered to a child with impaired sensory, motor or communication skills, tests shall be selected and administered to ensure that the results accurately reflect the child's aptitude or achievement level rather than reflecting the child's impaired sensory, motor, or communication skills except where those skills are the factors which the test(s) purports to measure...No single procedure is used as the sole criterion for determining an appropriate educational program for a child."

9.09 Homebound Case Study Evaluation

"1. For the child who requires special education placement at home or in a hospital because of a temporary physical or health impairment, estimated to last six months or less, a homebound services case study evaluation shall be conducted, and an IEP developed. This evaluation shall include, but need not be limited to:

a. Evaluation of the physical or health impairment by a licensed medical physician, for diagnostic and evaluative purposes.

b. Estimation by the physician of the time the child will require homebound services.

c. A review of the child's current educational status and academic needs."

9.13 "Upon completion of a homebound services case study evaluation... the local district superintendent or designee shall determine the child's eligibility for homebound special education placement and recommend an appropriate placement."

9.09 Speech and Language Case Study Evaluation

"2. For the child whose problems seem to be limited to the area of speech or language, a speech and language case study evaluation shall be conducted and an IEP developed. This evaluation shall include, but need not be limited to:

a. A hearing screening completed at the time of the evaluation or within the previous six months.

b. A review of the child's medical history and current health status.

c. A review of the child's academic history and current educational functioning.

d. An assessment of the child's speech and language by a certified speech and language clinician.

e. An interview with the child."

9.14 "Upon completion of a speech and language case study evaluation...the speech and language clinician shall review the findings, determine the child's eligibility and need for speech and language services, and convene a conference for the purpose of developing the child's IEP...Following the IEP meeting, the speech and language clinician shall make recommendations to the local district superintendent or designee for appropriate placement."

9.09.2
9.14.1 The speech or language impaired child exhibiting additional handicapping conditions or educational deficits shall be referred for further evaluation.

9.09 Comprehensive Case Study Evaluation

"3. For all other children, a comprehensive case study evaluation shall be conducted. This evaluation shall include, but need not be limited to:

a. An interview with the child

b. Consultation with the child's parents

c. A social developmental study, including an assessment of the child's adaptive behavior and cultural background

d. A report regarding the child's medical history and current health status

e. A vision and hearing screening, completed at the time of the evaluation or within the previous six months

f. A review of the child's academic history and current educational functioning

g. An educational evaluation of the child's learning processes and level of educational achievement

h. An assessment of the child's learning environment

i. Specialized evaluations specific to the nature of the child's problems.

(1) A psychological evaluation by a certified school psychologist, with the extent to be determined by the individual situation, shall be required:

(a) In order to place any child in a special education placement for children with mental impairment...

(b) In order to place any child in a special education instructional program

(c) In order to place any child in a special education placement for children with behavior disorders

(d) In order to place any child where there are questions about his or her intellectual functioning and/or learning capacity.

A psychological evaluation for all other children shall be considered optional.

As appropriate, the psychologist may limit this evaluation to a review of the results of tests administered by other school district personnel and/or the results of externally administered evaluations, an analysis of the learning environment and learning processes, participation in the multidisciplinary conference and such other procedures as deemed necessary.

(2) An appropriate medical examination by a physician licensed to practice medicine in all of its branches shall be obtained, for diagnostic and evaluative purposes, for any child with either a suspected physical, health, vision or hearing impairment. This examination shall be conducted at no cost to the parent. Nothing in these regulations shall be construed to require any child to undergo any physical examinations or medical treatment whose parents or guardian object thereto on the grounds that such examinations or treatment conflicts with his or her religious beliefs.

(3) A certified speech and language clinician shall administer a comprehensive evaluation for any child suspected of having a speech or language impairment.

(4) For all children other specialized evaluations appropriate to the nature of the child's problems shall be provided at no cost to the parents.

(a) When specialized evaluation procedures not usually provided by the local school district are required to provide a better understanding of the child's educational or educationally related problems, the local school district recommending such evaluation procedures shall be responsible for assisting the parents in locating and making use of appropriate local and/or state resources.

(1) Consideration shall be given to resources of state agencies or third party payors.

(2) The child may not be prohibited from receiving a special education program or service because he or she is financially or otherwise unable to obtain specialized evaluation procedures.

(5) An audiological evaluation appropriate to the needs of the child shall be provided by an audiologist when necessary.

(6) If the parent disagrees with an evaluation obtained by the local school district, the district shall inform the parent of the opportunity to obtain an independent evaluation at public expense.

9.09.3 (a) In such cases, the local district may initiate an impartial due process hearing prior to such independent evaluation to demonstrate that the district's evaluation is appropriate.

(b) If the final decision is that the local district's evaluation is appropriate, the parent shall have the right to an independent evaluation, but not at public expense."

9.10 "If all requirements for the case study evaluation cannot be fulfilled, due to lack of parental involvement, religious convictions of the family, or inability of the child to participate in an evaluative procedure, the district shall note the missing component(s) in the child's temporary student records and give the reason(s) it could not
9.12 be provided...In those instances in which a child has been evaluated by qualified professional personnel outside the school district, that evaluation shall be considered and may be utilized in determining eligibility and need for special education placement."

9.15 "Upon completion of a comprehensive case study evaluation...one or more conferences shall be convened for the purpose of formulating program and service options."

PARENTAL NOTIFICATION OF PROPOSAL OR REFUSAL TO INITIATE A MAJOR ACTION

Parents should be notified prior to a school district's proposal or refusal to initiate a major action. This notice (requirements specified on page 5) could be combined with the IEP meeting notice described below. State Rules and Regulations state:

9.04 "Parents or guardians of an exceptional child must be notified in writing when the local school district proposes or refuses to initiate or change the identification, evaluation or educational placement of the child or the ~~lack of~~ a provision of a free appropriate public education to the child." (See page 4)

P.L. 94-142 does not specifically define the term, "educational placement." "Educational placement," may refer to either the placement recommendation made at the multidisciplinary conference or the implementation of the actual placement decision made following the IEP meeting.

Because "educational placement" may refer to the placement proposal recommended at the multidisciplinary conference, parents of an exceptional child must be notified in writing prior to the multidisciplinary conference at which a placement proposal may be recommended as well as prior to any meeting at which a change in educational placement may be proposed or at which the local school district refuses to initiate or change the educational placement of the child. This practice should be applied equally as well to the provision of a free appropriate public education.

PARENTAL NOTIFICATION OF MEETING(S)

9.18a.1 State Rules and Regulations state that: "Parents of an exceptional child must be notified of the meeting to develop, review, and revise an exceptional child's IEP. The local school district must take steps to insure that the parents of an exceptional child are present at each meeting or are afforded the opportunity to participate, including:

a. Notifying the parents of the meeting early enough to insure that they will have an opportunity to attend; and

b. Scheduling the meeting at a mutually agreed on time and place.

c. The notice must indicate the purpose, time, and location of the meeting, and who will be in attendance."

9.18a.2c "(1) If neither parent can attend, the local district shall use other methods to insure parent participation, including individual or conference telephone calls.

(2) A meeting may be conducted without a parent in attendance if the local district is unable to convince the parents that they should attend. In this case the local school district must have a record of its attempts to arrange a mutually agreed on time and place such as:

(a) Detailed records of telephone calls made or attempted and the results of those calls.

(b) Copies of correspondence sent to the parents and any responses received, and

(c) Detailed records of visits made at the parents' home or place of employment and the results of those visits."

9.15
9.15.3 State Rules and Regulations specify that the multidisciplinary conference may or may not be the conference at which the IEP is developed. If the multidisciplinary conference is used for the development of the IEP or if the multidisciplinary conference and the IEP meeting are combined, then the components of Section 9.18a of the State Rules and Regulations must be followed. If the multidisciplinary conference is not used for the development of the IEP, then an additional meeting is to be held in accordance with Section 9.18a of the State Rules and Regulations.

Further, the State Rules and Regulations do not specify whether local school districts must meet the IEP meeting notification procedures for the multidisciplinary conference, if the conference is separate from the IEP meeting and not used to develop the IEP.

However, in keeping with the intent of P.L. 94-142 that steps be taken to insure that parents are present or are afforded the opportunity to participate in the development of their child's IEP, best

practice dictates that parental notification in accordance with Section 9.18a.1 should be given for any multidisciplinary conference whether the IEP is developed at the meeting or not, since the decisions made at the conference are essential to developing an IEP and do affect the child's future.

CONFERENCES

Homebound Conference

9.13 "Upon completion of a homebound services case study evaluation...the local district superintendent or designee shall determine the child's eligibility for homebound special education placement and recommend an appropriate placement...A report regarding these recommendations and all documentation upon which they were based shall be placed in the child's temporary student records."

Speech and Language Conference

9.14 "Upon completion of a speech and language case study evaluation...the speech and language clinician shall review the findings, determine the child's eligibility and need for speech and language services, and convene a conference for the purpose of developing the child's IEP...Following the IEP meeting, the speech and language clinician shall make recommendations to the local school district superintendent or designee for appropriate placement.

1. A speech and language impaired child exhibiting additional problems shall be referred for further evaluation.

2. A report of these findings and recommendations shall be placed in the child's temporary student records."

Multidisciplinary Conference

The purposes of conducting the case study evaluation are realized in this step. The evaluation data is synthesized to:

1. determine whether or not the referred student needs the kinds of services special education can provide,

2. establish the student's level of need and formulate program and service options.

9.15 The above purposes may be addressed either in one or more conferences. If a two-meeting approach is utilized, the first conference, or set of conferences, is called the multidisciplinary conference(s). The multidisciplinary conference may or may not be the conference at which the IEP is developed. If the multidisciplinary conference is held for the sole purpose of determining if the child is handicapped and for formulating a placement recommendation, then an additional meeting must be held for the purpose of developing the exceptional child's IEP.

9.15 "2. The purposes of the above conference(s) shall be to:

a. Establish a composite understanding of the child's learning characteristics, sensory and motor skills, and behaviors.

b. Determine eligibility for special education programs and/or related services.

c. Determine the child's unique educational needs and the extent to which these needs can be met by the standard program.

d. Determine the nature and degree of special education intervention which is needed, and recommend corresponding placement which is least restrictive of interaction with nonhandicapped children."

9.17 "1. Recommendations for special education placement shall be based on the following:

a. The child shall be placed in the educational program which is appropriate to the student's needs and least restrictive of the interaction with nonhandicapped children.

b. The special education placement must be based on the child's IEP, and located as close as possible to the child's home.

c. Unless a handicapped child's IEP requires some other arrangement, the child must be educated in the school which he or she would attend if not handicapped.

d. Consideration must be given to any potentially harmful effect on the child, on the quality of services which he or she needs or that which impedes the education of other students in the environment.

2. The proposed placement shall be consistent with the findings of the case study evaluation and the established eligibility of the child."

The preceding purposes and recommendations describe the needed components for making a placement recommendation.

9.17 State Rules and Regulations further specify that "Recommendations made at the multidisciplinary conference shall be determined by consensus of the participating public school personnel; if an agreement cannot be reached, additional information shall be obtained."

9.15.1 Participants in the multidisciplinary conference(s) shall include:

1. appropriate representatives of the child's local district of residence;

9.15.1 2. the special education director or designee, who is qualified to provide or supervise the provision of special education;

3. all those school personnel involved in the evaluation of the child;

4. parent(s);

5. other persons having significant information regarding the child;

6. those persons who may become responsible for providing the special education program or service to the child;

7. the child, where appropriate; and

8. other individuals at the discretion of the parent or local school district.

9.18 "A written report of the results and recommendations of the multidisciplinary conference shall be prepared...The conference report shall be dated, and list the names of all those in attendance at the conference...A copy of the conference report, together with all documentation upon which it is based, shall be kept on file by the local school district. The parents shall be informed of their rights to access of the report."

PARENTAL CONSENT FOR INITIAL PLACEMENT IMPLEMENTATION

9.06.2 Parental consent must be obtained before an exceptional child's initial placement in a program providing special education and related services is implemented.

IEP MEETING

9.18a If the initial multidisciplinary conference is held for the sole purpose of formulating a placement recommendation, an additional meeting(s) must be held for the purpose of developing the child's IEP. "Each local district must be responsible for initiating and conducting one or more meetings for the purpose of developing, reviewing, and revising the IEP. The meeting at which an exceptional child's IEP is developed must be held within thirty (30) calendar days of a determination that the child needs special education and related services."

"The following participants must be included in the IEP meeting:

a. A representative of the local district, other than the child's teacher, who is qualified to provide or supervise the provision of special education...(See b.2 below)

9.18a.2 b. The child's teacher. Teacher organization representatives may not attend without parental and district consent."

F.R.R. 12la.344

"1. In deciding which teacher will participate in meetings on a child's individualized education program, the agency may wish to consider the following possibilities:

a) For a handicapped child who is receiving special education, the 'teacher' could be the child's special education teacher. If the child's handicap is a speech impairment, the teacher could be the speech-language pathologist.

b) For a handicapped child who is being considered for placement in special education, the teacher could be the child's regular teacher or a teacher qualified to provide education in the type of program in which the child may be placed, or both.

c) If the child is not in school or has more than one teacher, the agency may designate which teacher will participate in the meeting.

2. Either the teacher or the agency representative should be qualified in the area of the child's suspected disability.

3. For a child whose primary handicap is a speech impairment, the evaluation personnel...would normally be the speech-language pathologist."

9.18a.2 "c. One or both of the child's parents or guardians.

(1) If neither parent can attend, the local district shall use other methods to insure parent participation, including individual or conference telephone calls.

(2) A meeting may be conducted without a parent in attendance if the local district is unable to convince the parents that they should attend. In this case the local district must have a record of its attempts to arrange a mutually agreed on time and place such as:

(a) Detailed records of telephone calls made or attempted and the results of those calls.

(b) Copies of correspondence sent to the parents and any responses received, and

(c) Detailed records of visits made at the parent's home or place of employment and the results of those visits.

d. The child, where appropriate.

9.18a.2 e. Other individuals at the discretion of the parent or local district."

9.18a.3 "For an exceptional child who has been evaluated for the first time, the local district shall insure that a member of the evaluation team participates in the meeting or that the representative of the local district, the child's teacher, or some other person who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation, participates in the meeting, as well as an interpreter for the deaf if necessary."

8.03 When a multidisciplinary conference determines that a child cannot be provided with an education in the public schools, appropriate school personnel shall meet with the parents of the child, and representatives of the nonpublic school to develop an IEP in accordance with the State Rules and Regulations prior to placement. If the representative cannot attend, the local school district shall use other methods to insure participation by the receiving private school or facility, including individual or conference telephone calls.

9.18a.6 "Following the determination of the child's IEP, parents shall be
9.18a.5 afforded, on an ongoing basis, reasonable opportunity for comment on and input into their child's educational program." "The local district shall give the parent, on request, a copy of the exceptional child's IEP."

COMBINED MULTIDISCIPLINARY CONFERENCE/IEP MEETING

9.15.3 A second option provided for in the State Rules and Regulations is that the purposes addressed in the two meetings can be met in one meeting. If the single-meeting format is selected, all of the personnel required to attend the multidisciplinary conference and the IEP meeting should be in attendance; and all purposes addressed in the separate meetings should be addressed in the composite meeting.

THIRD OPTION MEETING FORMAT

Another possible meeting format is that of addressing all the purposes of the two meetings, except for the development of short-term objectives and the procedures by which they are evaluated, at the multidisciplinary conference. Within 30 calendar days of a determination that a child needs special education and related services (the multidisciplinary conference), the IEP meeting could then be convened for the purpose of developing the short-term objectives and the appropriate objective criteria, evaluation procedures and schedules for determining whether the short-term objectives are being achieved. However, the child's placement should not be implemented until after the initial short-term objectives and their evaluation procedures have been developed for each goal and recorded on the IEP. This meeting format provides both the parents and the implementors of goals time for planning prior to the meeting relative to short-term objectives and more time in the IEP meeting for developing the short-term objectives. Additionally, having an interval of time between the two meetings provides an opportunity to invite the receiving teacher to the IEP meeting.

9.04 PARENTAL NOTIFICATION OF PROPOSED ACTION TO BE IMPLEMENTED

9.21 Initial Placement

At least ten calendar days prior to the actual implementation of the child's initial placement, the parents should be notified, in writing, and in accordance with the procedures set forth in Section 9.04 of the State Rules and Regulations of the following:

9.21 "1. The results of the case study evaluation.

2. The nature of the special education program or service needed by the child.

3. The recommendations for placement and the plan for implementing those recommendations.

4. Their right to object to the proposed placement and the specific procedures in making such an objection, including the procedures for requesting an impartial due process hearing."

9.22 "If the parents consent to the proposed placement and waive the ten (10) calendar day interval before placement, the child shall be placed in the recommended program as soon as practicable."

PARENTAL APPEAL

9.23 "If the parents object to the proposed placement within ten (10) calendar days of their receipt of notification of the proposed placement, they shall contact the local district, indicating their objection. The district shall then arrange a conference with the parents in an attempt to resolve the disagreement on placement. If the parents continue to object, they may appeal the proposed placement by requesting an impartial due process hearing. That request shall be made in writing to the superintendent of the local school district.

1. Receipt of a request for an impartial due process hearing shall cause the district to postpone its proposed placement of the child until the matter is resolved.

2. The child shall remain in his or her current educational placement, unless a mutual agreement is reached between the parents and local school district, until the placement issue is resolved.

3. If the child is receiving no educational service and the parents are seeking initial placement in a public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings."

IMPLEMENT IEP

9.24 Special education placement and services shall be implemented as soon as possible after the determination of eligibility and need for such placement, but in no case shall placement implementation occur

later than the beginning of the next school semester or prior to the initial short-term objectives being written for all goals on the IEP. (See Chapter V, relating to short-term objectives).

9.24 "1. When special education placement is not possible prior to the next school semester, the local school district shall be responsible for providing interim services between placement determination and actual placement which are as appropriate to the child's needs as possible.

2. The local school district shall provide written notification to the parents of the child and the State Superintendent of Education regarding the nature of the services the child will receive in the interim. Written verification of the provision of these services shall be kept in the child's temporary student record."

It is the responsibility of the instructional personnel and the related services personnel to address the attainment of the goals through the implementation of the short-term objectives articulated in the IEP.

CONTINUOUS PROGRAM EVALUATION

9.25 9.18a.4e State Rules and Regulations mandate that at least on an annual basis short-term objectives are to be evaluated utilizing appropriate objective criteria, evaluation procedures and schedules for determining whether they are being achieved. However, best practice dictates that a system of continuous evaluation of the child's progress be employed.

The purpose of such continuous evaluation is not only to provide data necessary to determine the achievement of individual short-term objectives but it is also for the purpose of monitoring the effectiveness of the IEP as a whole during the year. If it is determined, at any time, that the IEP may need revision, then another IEP meeting should be convened.

PARENTAL NOTIFICATION OF REVIEW MEETING(S)

9.25 9.18a.1 The parents must be notified of the annual review as well as any meeting held during the year to review and revise their child's IEP. Steps must be taken to insure that the parents are present at each meeting or are afforded the opportunity to participate. The local school district must document its attempts to arrange a mutually agreed on time and place for the meeting.

REVIEW MEETING(S) DURING THE YEAR

9.25 IEP major revisions may need to be made during the year. These may include changes in a child's evaluation, educational placement, the provision of a free appropriate public education or annual goals. If one of the above changes is indicated, the educational status and continued special education placement of the child should be reviewed in a conference.

9.28.2 If the parents agree to the proposed placement, then a meeting should be held for the revision of the child's IEP.

FURTHER EVALUATION PURSUANT TO ANNUAL REVIEW

9.04
9.06
9.25.2
9.26 When further evaluation of the child is indicated, pursuant to the annual review, the parents must be notified and consent obtained before reevaluation is initiated. The reevaluation must be completed within sixty (60) school days of the request.

ANNUAL REVIEW

9.25 "In addition to initial placement conferences and/or IEP meetings, the educational status and continued special education placement of each child shall be reviewed at least annually in a conference attended by those professional persons working with the student, the parents, the child where appropriate, the special education director or designee who is qualified to supervise the provision of special education, and other individuals at the discretion of the parent or local district."

The purpose of the annual review is to:

1. review and evaluate the educational status and continued special education placement of each child;

2. determine the extent to which the child has achieved the goals and objectives specified in the IEP, utilizing appropriate criteria and evaluation procedures, including teacher and parent opinions;

3. recommend further evaluation, if indicated; and

4. revise the child's IEP as necessary.

The State Rules and Regulations do not specifically define whether the annual review meeting should be a combination of a multidisciplinary conference and IEP meeting, a single multidisciplinary conference or a single IEP meeting. In the above reference to Section 9.25, only a conference is required. It does not specify what type of conference. The conflict becomes apparent when the definition and purpose of the multidisciplinary conference given in Section 1.05a is compared with the purpose of the multidisciplinary conference given in Section 9.15 and the purpose of the IEP meeting given in Section 9.18a.

Section 1.05a defines a multidisciplinary conference as:

"a deliberation among appropriate persons for the purpose of determining eligibility for special education," (which may be interpreted as the initial meeting to determine placement) "developing recommendations for special education placement," (which may be interpreted to be either the initial meeting to

determine placement or any subsequent meetings to consider a change in placement) "reviewing educational progress," (which may be interpreted as the annual review or any IEP meeting held during the year for the purpose of reviewing and revising the IEP) "or considering the continuation or termination of special education" (which is self-explanatory) "for an individual child."

Section 9.15 states:

"Upon completion of a comprehensive case study evaluation...one or more conferences shall be convened for the purpose of formulating program and service options. This may or may not be the conference at which the IEP is developed. If not, an additional meeting is to be held, in accordance with Article 9.18a."

Section 9.18a states:

"If the initial multidisciplinary conference was held for the purpose of formulating a placement recommendation, an additional meeting or meetings must be held for the purpose of developing the exceptional child's IEP. Each local district must be responsible for initiating and conducting one or more meetings for the purpose of developing, reviewing and revising the IEP..."

Even though Section 9.25 does not specify what type of meeting the annual review should be, it does require a meeting attended by the same participants as are required at an IEP meeting with one exception. The exception is that instead of requiring one of the participants to be "a teacher" as is specified in an IEP meeting, Section 9.25 requires the attendance at an annual review meeting of "those professional persons working with the student." "Those professional persons working with the student" should include: special education and related service personnel, those regular teachers whose instruction has been specially designed to meet the needs of the child or regular teachers working with the student who wish to recommend a change. Thus, the participants required for an annual review meeting are more inclusive than those for an IEP meeting, but less inclusive than those for an initial multidisciplinary conference.

Annual Review for Children Served by other than the Local School District

8.10 If the child is being served by other than the local school district of residence, public school personnel are to follow the progress of the child placed in a state-operated or private facility and communicate, at least annually, with the facility to evaluate the child's progress and review and revise the child's IEP.

9.04 PARENTAL NOTIFICATION OF PROPOSED ACTION TO BE IMPLEMENTED

Notification of Continuation of Special Education Placement

9.27 As soon as possible but not later than ten (10) calendar days prior to the beginning of each school year, written notification shall be provided to the parents regarding the continuation of the child's

special education placement and their rights to object and the procedures to follow for such an objection.

Notification of Major Changes in Placement, Termination, and Reevaluation

9.28 At least ten calendar days prior to any major change in the educational placement of an exceptional child (excluding changes in levels, i.e., primary to intermediate), including termination of placement and reevaluation the parents must be given written notification of:

1. the proposed change,

9.28 2. the reasons for the change,

3. a description of the proposed program,

9.26 4. the parent's right to object, and

5. procedures to be followed to make an objection

PARENTAL APPEAL

9.28.1 "If the parents request an impartial due process hearing regarding a proposed change in the educational placement of their child, the district shall not change the placement until the matter is resolved."

REEVALUATION EVERY THREE YEARS

9.25.3 "A reevaluation of the child shall be conducted every three years or more frequently if conditions warrant or if the child's parent or teacher requests an evaluation." Parental consent must be obtained before the reevaluation is initiated.

TERMINATION OF SPECIAL EDUCATION

9.29 "Special education placement may be terminated only after a conference has been held, to which the child's parents have been afforded a reasonable opportunity to attend and participate. A complete review of the child's educational status shall be conducted at that conference, determining that such placement is no longer required, and that termination of the placement is in the best interests of the child, or that the child was inappropriately placed.

1. When the district decides to terminate a special education placement, the parents shall be notified at least ten (10) calendar days prior to such termination.

2. If the parents request termination of special education placement, the district shall review the child's educational status to determine whether the requested termination is in the best interests of the child. If, pursuant to this review, a continuation of the placement is recommended by the district, the parents may request an impartial due process hearing.

9.29 3. When the child's special education placement is terminated, a specific plan of transition, to include any provision of necessary related service and periodic followup, shall be developed and implemented."

II. DEVELOPMENT OF A WRITTEN IEP

Figure 2 illustrates the interrelationship between and the sequential steps to follow in making program and placement decisions at the multidisciplinary conference and the IEP meeting and the steps to follow in recording these decisions on the IEP. Two columns comprise the illustration. The column on the left illustrates the sequential steps involved in the process of developing an appropriate program to meet the unique needs of a child and in selecting a placement recommendation which is least restrictive of interaction with nonhandicapped children. In progressing down the column, the decisions become increasingly more specific. The column on the right delineates the elements which must be recorded on the child's written IEP, and proposes a sequential order.

The only changes made in the State Rules and Regulations, effective February 1, 1979, were those additions which were necessary to come into compliance with the Federal Rules and Regulations to implement Public Law 94-142 and new State laws. Figure 2 is an attempt to clarify the State Rules and Regulations regarding the relationship between the multidisiciplinary conference, the IEP meeting, and the development of the IEP.

Having noted above that clarifications were not made in the current State Rules and Regulations, Section 9.18 can now be addressed and considered in light of that information. Section 9.18 states:

> "A written report of the results and recommendations of the multidisciplinary conference shall be prepared.
>
> 1. The conference report shall be dated, and list the names of all those in attendance at the conference.
>
> 2. A copy of the conference report, together with all documentation upon which it is based, shall be kept on file by the local school district. The parents shall be informed of their rights to access of the report."

If the model in this chapter is used to develop a written IEP, there is no need to develop a separate written report of the results and recommendations of the multidisciplinary conference, for such a report is a duplication of parts of the the written IEP. In the interest of efficiency, it is recommended that local school districts include on their written IEP a place for listing the names of all those in attendance at the conference and the date of the conference. With these two additional components, the written IEP would meet the requirements in Section 9.18 and 9.18.1.

To comply with Section 9.18.2, best practice dictates that a copy of the written IEP, together with all documentation upon which it is based, should be kept on file by the local school district. The parents of an exceptional child should be given, on request, a copy of their child's IEP.

DEVELOPMENT OF A WRITTEN IEP

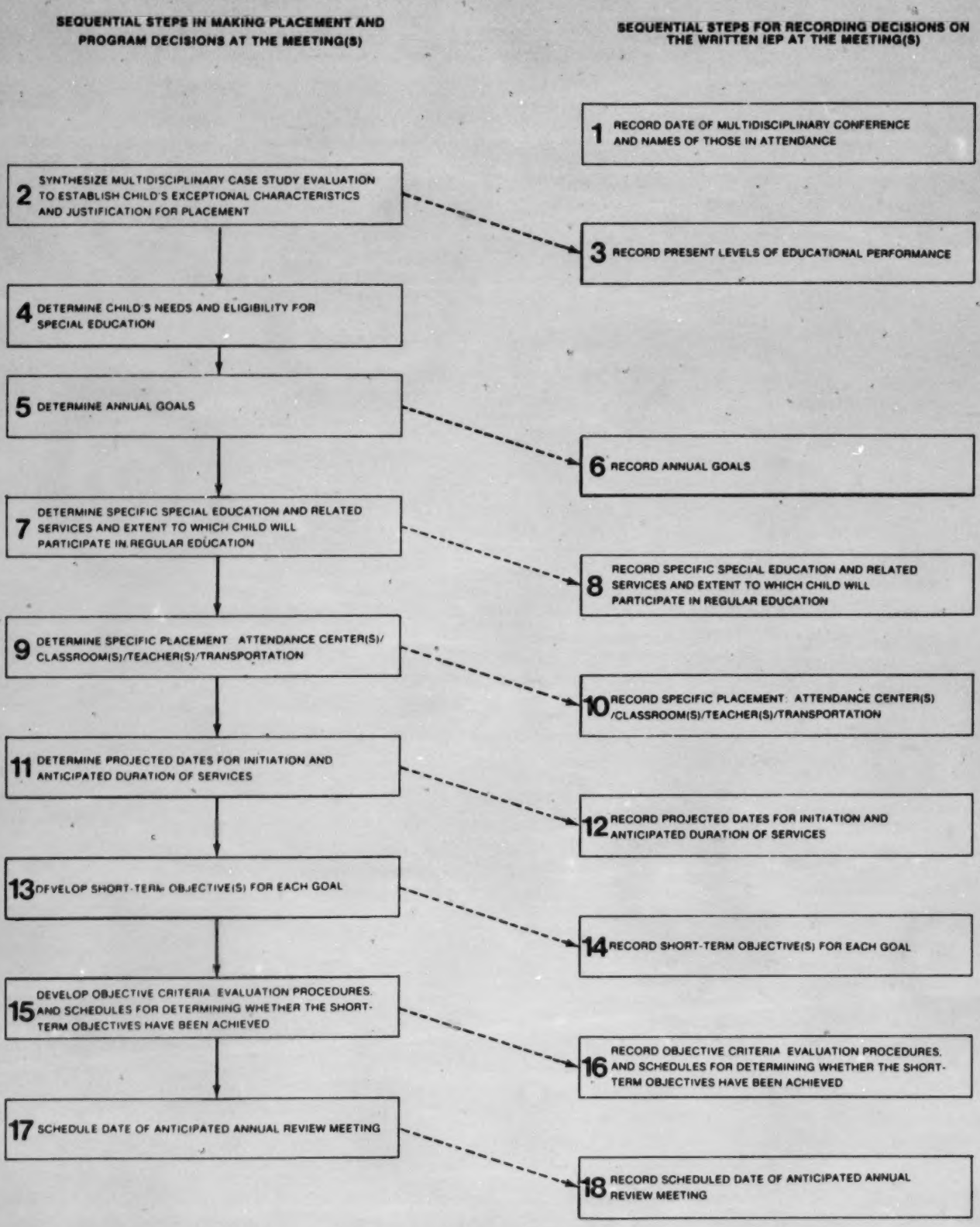
SEQUENTIAL STEPS IN MAKING PLACEMENT AND PROGRAM DECISIONS AT THE MEETING(S)
SEQUENTIAL STEPS FOR RECORDING DECISIONS ON THE WRITTEN IEP AT THE MEETING(S)
1 RECORD DATE OF MULTIDISCIPLINARY CONFERENCE AND NAMES OF THOSE IN ATTENDANCE
2 SYNTHESIZE MULTIDISCIPLINARY CASE STUDY EVALUATION TO ESTABLISH CHILD'S EXCEPTIONAL CHARACTERISTICS AND JUSTIFICATION FOR PLACEMENT
3 RECORD PRESENT LEVELS OF EDUCATIONAL PERFORMANCE
4 DETERMINE CHILD'S NEEDS AND ELIGIBILITY FOR SPECIAL EDUCATION
5 DETERMINE ANNUAL GOALS
6 RECORD ANNUAL GOALS
7 DETERMINE SPECIFIC SPECIAL EDUCATION AND RELATED SERVICES AND EXTENT TO WHICH CHILD WILL PARTICIPATE IN REGULAR EDUCATION
8 RECORD SPECIFIC SPECIAL EDUCATION AND RELATED SERVICES AND EXTENT TO WHICH CHILD WILL PARTICIPATE IN REGULAR EDUCATION
9 DETERMINE SPECIFIC PLACEMENT ATTENDANCE CENTER(S)/ CLASSROOM(S)/TEACHER(S)/TRANSPORTATION
10 RECORD SPECIFIC PLACEMENT ATTENDANCE CENTER(S) /CLASSROOM(S)/TEACHER(S)/TRANSPORTATION
11 DETERMINE PROJECTED DATES FOR INITIATION AND ANTICIPATED DURATION OF SERVICES
12 RECORD PROJECTED DATES FOR INITIATION AND ANTICIPATED DURATION OF SERVICES
13 DEVELOP SHORT-TERM OBJECTIVE(S) FOR EACH GOAL
14 RECORD SHORT-TERM OBJECTIVE(S) FOR EACH GOAL
15 DEVELOP OBJECTIVE CRITERIA EVALUATION PROCEDURES, AND SCHEDULES FOR DETERMINING WHETHER THE SHORT-TERM OBJECTIVES HAVE BEEN ACHIEVED
16 RECORD OBJECTIVE CRITERIA EVALUATION PROCEDURES, AND SCHEDULES FOR DETERMINING WHETHER THE SHORT-TERM OBJECTIVES HAVE BEEN ACHIEVED
17 SCHEDULE DATE OF ANTICIPATED ANNUAL REVIEW MEETING
18 RECORD SCHEDULED DATE OF ANTICIPATED ANNUAL REVIEW MEETING

FIGURE 2

EXPLANATION OF FIGURE 2

STEP 1-Record Date of Multidisciplinary Conference and Names of Those in Attendance

As explained above, this is not a required component of an IEP, but a requirement of Section 9.18. It is recommended that this be included on the IEP to eliminate the need to write a separate report of the results and recommendations of the multidisciplinary conference.

STEP 2-Synthesize Multidisciplinary Case Study Evaluation to Establish Child's Exceptional Characteristics and Justification for Placement

As described in the State Rules and Regulations, a composite understanding of the child's learning characteristics, sensory and motor skills, and behaviors must be established before a determination of the child's needs, a placement recommendation or the development of an IEP can occur.

STEP 3-Record Present Levels of Educational Performance

Whether the child is found eligible for special education services or not, the child's present levels of educational performance should be recorded on the IEP. If the child is found ineligible for special education programs and services, the portion of the IEP completed thus far may serve as the written report of the results and recommendations of the multidisciplinary conference as required in Section 9.18.

The information may be of assistance to regular educators in adapting their program to meet the needs of the child who is ineligible for special education.

The State Rules and Regulations specify that no single procedure is to be used as the sole criterion for determining an appropriate educational program for a child, but instead the child is to be assessed in all areas related to the suspected disability including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

For the child found eligible for special education programs and services, the information describing the child's problem areas, be they deficits, weaknesses or concerns under present levels of educational performance, will begin to clarify for the meeting participants the role special education programs and services can play in aiding the student. Educational experiences in the least restrictive setting must be explored in light of the total child.

Without identifying and recording all the child's problem areas, it would be almost impossible when the child's program is evaluated to know if the student's program has recognized and accommodated his/her total functioning and whether the best plan was implemented. If the special education program is not grounded in all the child's unique needs and problem areas or they are not originally identified, those

aspects could make a difference as to whether or not the child is successful in his/her total school adjustment. Thus, it is not enough to review only the child's attainment of his/her short-term objectives. The child's total program, including his/her educational status and continued special education placement, should be reviewed as well.

STEP 4-Determine Child's Needs and Eligibility for Special Education

Based upon the child's characteristics as described in the findings of the case study evaluation, a determination is made as to the child's eligibility for special education programs and services. The child's characteristics, both strengths and weaknesses, should be identified. The child's problem areas should be analyzed in relationship to the deficits in achievement within academic areas or school subjects, as well as within the areas of functioning which may be interfering with the child's academic performance. The child's needs may become more readily apparent once the problem areas are identified and described.

STEP 5-Determine Annual Goals

It was indicated in Step 4 that the needs would be a natural outgrowth of the problem areas identified in the case study evaluation. Having established the needs of the child, the annual goals can at this point be determined. Basic to these two procedures is the premise that goal statements are not valid unless based on specific needs. Goal statements cannot be based on a category (e.g., learning disabilities) since the category does not in itself assume certain needs nor does it limit an individual to certain needs. Special education does not provide everything a learning disabled child needs, but rather it provides whatever is required to meet the needs of the individual. Having developed the goal statements, they should be prioritized.

STEP 6-Record Annual Goals

At this point, the annual goals which have been developed and prioritized may be recorded on the IEP. The individualized nature of the IEP assumes that the special education programs and services provided that child are designed to meet that single student's need and not a class' need. Thus, the goals on a child's IEP are not written to fit a class, e.g., self-contained EMH, but are designed to meet the needs of a child.

Right
deficits
needs
goals
programs & services

Wrong
deficits
needs
programs & services
goals

STEP 7-Determine Specific Special Education and Related Services and Extent to Which Child Will Participate in Regular Education

Special education programs and related services provide for the various placement possibilities ranging along a continuum based on the nature and degree of the intervention. This continuum of program options ranges from a standard program with modification to a state-operated or private program.

Special education provides whatever specially designed instruction is necessary to meet the child's needs and enables the child to the best of his/her ability to enjoy the rights and privileges available to nonhandicapped children. It is essential that the child's strengths as well as weaknesses are analyzed to see where he/she may be able to participate in the regular education program with or without modifications. The extent to which the child will participate in the regular education program should be specified.

STEP 8-Record Specific Special Education and Related Services and Extent to Which Child Will Participate in Regular Education

The recommendations arrived at in Step 7 are written on the IEP.

STEP 9-Determine Specific Placement: Attendance Center(s)/Classroom(s)/Teacher(s)/Transportation

Step 9 addresses Section 9.17 of the State Rules and Regulations which specifies that recommendations for special education placement shall be based on the following:

"a. The child shall be placed in the educational program which is appropriate to the student's needs and least restrictive of the interaction with nonhandicapped children.

b. The special education placement must be based on the child's IEP, and located as close as possible to the child's home.

c. Unless a handicapped child's IEP requires some other arrangement, the child must be educated in the school which he or she would attend if not handicapped.

d. Consideration must be given to any potentially harmful effect on the child, on the quality of services which he or she needs, or that which impedes the education of other students in the environment."

The specific attendance center(s), classroom(s), teacher(s), and transportation should be selected at this point since these determinations cannot be made until after the nature and degree of the placement recommendation have been selected.

The advantages of using the two-meeting format to develop an IEP can be realized in this step. It enables the local district to adjourn the meeting and invite the receiving teacher to the IEP meeting to participate in the development of the short-term objectives.

Step 9 additionally addresses special transportation. The State Rules and Regulations specify:

13.03a "The provisions for transportation services and vehicle adaptation shall be included in the IEP."

13.03b "When there is a change in the student's transportation from special bus to another mode of transportation such as regular bus or walking to school, this change shall be included in the IEP."

13.04 "Special transportation shall be scheduled in such a way that a child's health and ability to relate to the educational experiences provided are not adversely affected. Every effort should be made to limit the child's total travel time to not more than one (1) hour each way to and from the special education facility."

13.05 "The special education student's arrival and departure times shall insure a full instructional day as provided for in the IEP."

STEP 10-Record Specific Placement: Attendance Center(s)/Classroom(s)/Teacher(s)/Transportation

The recommendations arrived at in Step 9 should be recorded on the IEP.

STEP 11-Determine Projected Dates for Initiation and Anticipated Duration of Services

The projected dates for initiation and anticipated duration of the programs and services recorded on the IEP in Step 8 and Step 10 should at this time be determined.

STEP 12-Record Projected Dates for Initiation and Anticipated Duration of Services

The dates determined in Step 11 should be recorded on the IEP.

NOTE: Since all of the purposes of the multidisciplinary conference have been accomplished, a logical division occurs at this point if the two-meeting format has been selected. If the one-meeting format is selected, upon completion of this step, those personnel not necessary for the development of short-term objectives may be excused in the interest of expediency.

STEP 13-Develop Short-Term Objective(s) for Each Goal

The short-term objectives reflect all of the previous elements in the IEP process. Therefore, their development should be one of the last major steps in the development of an IEP.

The initial short-term objective(s) must be written for each goal prior to placement.

STEP 14-Record Short-Term Objective(s) for Each Goal

The short-term objective(s) developed in Step 13 should be recorded on the IEP.

STEP 15-Develop Objective Criteria, Evaluation Procedures and Schedules for Determining Whether the Short-Term Objectives Have Been Achieved

The objective criteria, evaluation procedures and schedules for determining whether the short-term objective has been achieved are all integral components of each short-term objective.

The objective criteria are standards of acceptable performance by the student in the accomplishment of the short-term objective, e.g., 90% accuracy, 2 out of 10 times, etc.

The evaluation procedure is to describe how or by what means the teacher will evaluate whether the short-term objective has been accomplished, e.g., observation, check list, unit test, compilation of daily papers, etc.

The schedule is the date or time frame on which the short-term objective will be evaluated, e.g., March 2, 1980; at the end of 6 weeks; monthly; etc.

STEP 16-Record Objective Criteria, Evaluation Procedures and Schedules for Determining Whether the Short-Term Objectives Have Been Achieved

The objective criteria, evaluation procedures and schedules for determining whether the short-term objectives have been achieved are recorded on the IEP.

STEP 17-Schedule Date of Anticipated Annual Review Meeting

The anticipated date of the annual review meeting is determined in this step. The date is not to exceed one year from the date of placement or from the date of the previous year's annual review meeting; however, the child's program and services may be evaluated more frequently if need be.

STEP 18-Record Scheduled Date Of Anticipated Annual Review Meeting

The date of the anticipated annual review meeting should be recorded on the IEP.

PARTICIPANTS IN MEETINGS

PARTICIPANTS	INITIAL CONFERENCE AND/OR MEETING					REVIEW MEETING		
						DURING THE YEAR		END OF YEAR
X Mandated Participants XX Suggested Participants O When Applicable	Multidicipli-nary Conference (left column of Figure 2)	IEP Meeting (right column of Figure 2)	Multidici-plinary Conference/ IEP Meeting combined (steps 1-18 of Figure 2)	Multidici-plinary Conference (steps 1-12 of Figure 2)	IEP Meeting (steps 13-18 of Figure 2)	IEP Meeting* during the year for minor revi-sions (see Figure 1)	IEP Meeting during the year for major revi-sions (see Figure 1)	Annual Review Meeting
1. Appropriate representative(s) of the child's local district of residence (i.e. principal or someone who has written authority to commit services)	X		X	X			XX	O
2. Special education director or designee who is qualified to provide or supervise the provision of special education (Special education director is someone who holds administrative approval to administer special education. If a designee is appointed, the person should be familiar with special education options)	X		X	X			XX	X, Must have written authority to commit services if 1 is not in attendance
3. All those school personnel involved in the evaluation of the child (i.e. school psychologist; special education teacher; speech and language clinician; regular teacher(s); related services personnel)	X		X	X			XX	XX
4. Parent(s) or guardian	X	X	X	X	X	O	X	X
5. Other persons having significant information regarding the child (i.e. regular teacher(s); special education teacher(s); related services personnel; others as appropriate)	X		X	X				
6. Those persons who may become responsible for providing the special education program or service to the child (i.e. special education teacher(s); regular teacher(s), related service personnel; others as appropriate)	X		X	X			XX	XX
7. Child (Where appropriate)	X	X	X	X	X	O	X	X
8. Other individuals at the discretion of the parent (i.e. another parent of an exceptional child; child advocate; lawyer; individuals other than school personnel who have evaluated or worked with the student)	X	X	X	X	X	O	X	X
9. Other individuals at the discretion of the district (i.e., Headstart teacher(s); vocational rehabilitation counselor; others as appropriate)	X	X	X	X	X	O	X	X
10. A representative of the local district, other than the child's teacher, who is qualified to provide or supervise the provision of special education (i.e. principal; supervisor of special education; special education director -- someone who has authority to commit services and is familiar with special education options)		X	Would be satisfied by 1 & 2 above		X	O	X see 1 & 2 above	X Would be satisfied by 2 above
11. Evaluation team member or representative of local district, child's teacher or some other person knowledgeable about evaluation procedures used with the child and is familiar with the results of the evaluation **		X	Would be satisfied by 3 above		X		X see 3 & 13	X Would be satisfied by 3 & 13
12. The child's teacher (at least one past, present or future regular teacher or special education teacher -- which teachers and the number attending is up to local discretion)		X	Would be satisfied by 5 & 6 above		X	O	X see 5,6 & 13	Would be satisfied by 13 below
13. Those professional persons working with the student							XX see 3,6 & 13	X see 3,6 &13
14. Representative of the nonpublic school	O	O	O	O	O	O	O	O
15. Interpreter for the deaf	O	O	O	O	O	O	O	O

* Based on the parents' previously stated desire to provide input on minor changes

** For an exceptional child who has been evaluated for the first time

FIGURE 3

III. INDIVIDUALIZED EDUCATIONAL PROGRAM CONTENT

MANDATED IEP COMPONENTS

9.18a F.R.R. 12la.346 The components of an individualized education program as mandated by State and Federal Rules and Regulations must include but need not be limited to:

1. a statement of the child's present levels of educational performance;

2. a statement of annual goals, including short-term instructional objectives;

3. a statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;

4. the projected dates for initiation of services and the anticipated duration of the services; and

5. appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

The components of an IEP can be described as follows:

1. PRESENT LEVELS OF PERFORMANCE

A statement of the child's present levels of educational performance should include a summary of the findings of the case study evaluation. The statement should go beyond mere test score reporting. To be instructionally meaningful the present levels section should highlight quantitative, qualitative and descriptive information about the student's skills. Information derived from informal and formal evaluation procedures, such as parent and teacher observations, teacher-made tests, and criterion-referenced tests are essential for establishing an appropriate instructional program. It is advisable to note the source of information. The information presented to the IEP participants and recorded on the IEP should reflect the child's educationally related strengths and deficits.

2. ANNUAL GOALS, INCLUDING SHORT-TERM INSTRUCTIONAL OBJECTIVES

The annual goals represent global targets for the student's program and the expected educational outcomes which should occur during the academic year. Annual goals should be general in scope, yet specific enough to focus

instruction in appropriate curricular areas. The curriculum for each child should be based on the unique annual goals for each child and evolve out of the assessment of current levels of performance. They should address areas of deficiency, taking into consideration academic areas of strength. Goal priorities need to be established. For example, a goal addressing a severe behavior problem which may produce injury to the child or others would demand first priority above other annual goals.

Short-Term Instructional Objectives and Evaluation Procedures

The IEP must include a list of short-term instructional objectives and a statement of appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved. The elements of a short-term instructional objective are:

a. the behavior the child must demonstrate;

b. the conditions under which the behavior is to be exhibited; and

c. the evaluation criteria.

The evaluation procedures for determining achievement of short-term objectives should be described in enough detail to allow other educators to construct and administer the same measure to determine achievement.

Short-term objectives are derived from the annual goals. They represent smaller, more manageable learning tasks that a student must master on the way to achieving the more general annual goals. As such, they enable the teacher and others to plot the student's progress toward meeting the annual goal. When selecting short-term objectives, the student's learning style should be considered.

While an initial short-term instructional objective for each goal must be determined at the IEP meeting, it is clearly impractical for any individual or team to project for an entire year daily instructional activities which lead to the attainment of the short-term instructional objectives.

A short-term instructional objectives specifies a culminating behavior resulting from a series of instructional activities. Short-term instructional objectives must be differentiated from instructional activities or what was traditionally referred to as daily lesson plans; instructional, behavioral or implementation objectives. The latter do not need to be included in the IEP.

The number of short-term objectives should adequately represent the major tasks necessary for achieving the annual goals. Because short-term objectives represent steps toward achieving an annual goal, there should be a sufficient number to guide the instructional process. For many annual goals, 3 or 4 short-term instructional objectives are sufficient. In cases where more learning steps are determined by the nature of the goal and/or the student's capacity to achieve that goal, a greater number of short-term objectives may be required.

The short-term instructional objectives should be logically sequenced. Though the exact sequence of objectives is occasionally arbitrary, many objectives are dependent on the achievement of prior objectives. When the sequence of instruction clearly affects the learning process, the short-term objective should be presented in the appropriate order.

The Goals and Objectives Checklist (Figure 4) on the following page compares some of the differences and similarities between a long-range goal, an annual goal, a short-term instructional objective, and an implementation objective.

GOALS AND OBJECTIVES CHECKLIST

Long-Range Goals (Not required as part of IEP)	--determined by participants --provides direction toward the ultimate outcome of the student's educational program --global aim statement --recognizes career, academic, and social/ emotional potential --should be realistic in its intent
Annual Goals (Mandated as part of IEP)	--determined by participants* --evaluated at least annually* --determined for a particular child based upon his/her needs and current level of functioning --reflects the intent of the long-range goal --specific statement of skills toward which a student should progress throughout the year --should be observable and measurable
Short-term Instructional Objectives (Mandated as part of IEP)	--determined by participants* --evaluated at least annually* --determined for a particular child based upon his/her needs and current level of functioning --basis for instructional program --provides data for ready evaluation of student performance --describes final outcome of instruction in measurable observable behavior --reflects annual goals as a series of steps culminating in demonstrable annual goal --contains traditional components of behavioral objectives -statement of conditions -terminal behavior -criteria for mastery
Implementation Objectives (Not required as part of IEP)	--determined by individual implementer, e.g., teacher --index by which progress toward short-term instructional objective can be determined --permits daily data collection --usually derived by task analysis --contains traditional components of behavioral objective -statement of conditions -terminal behavior -criteria for mastery --reflects teacher strategy --includes statement of materials needed

*mandated by state and federal regulations

Figure 4

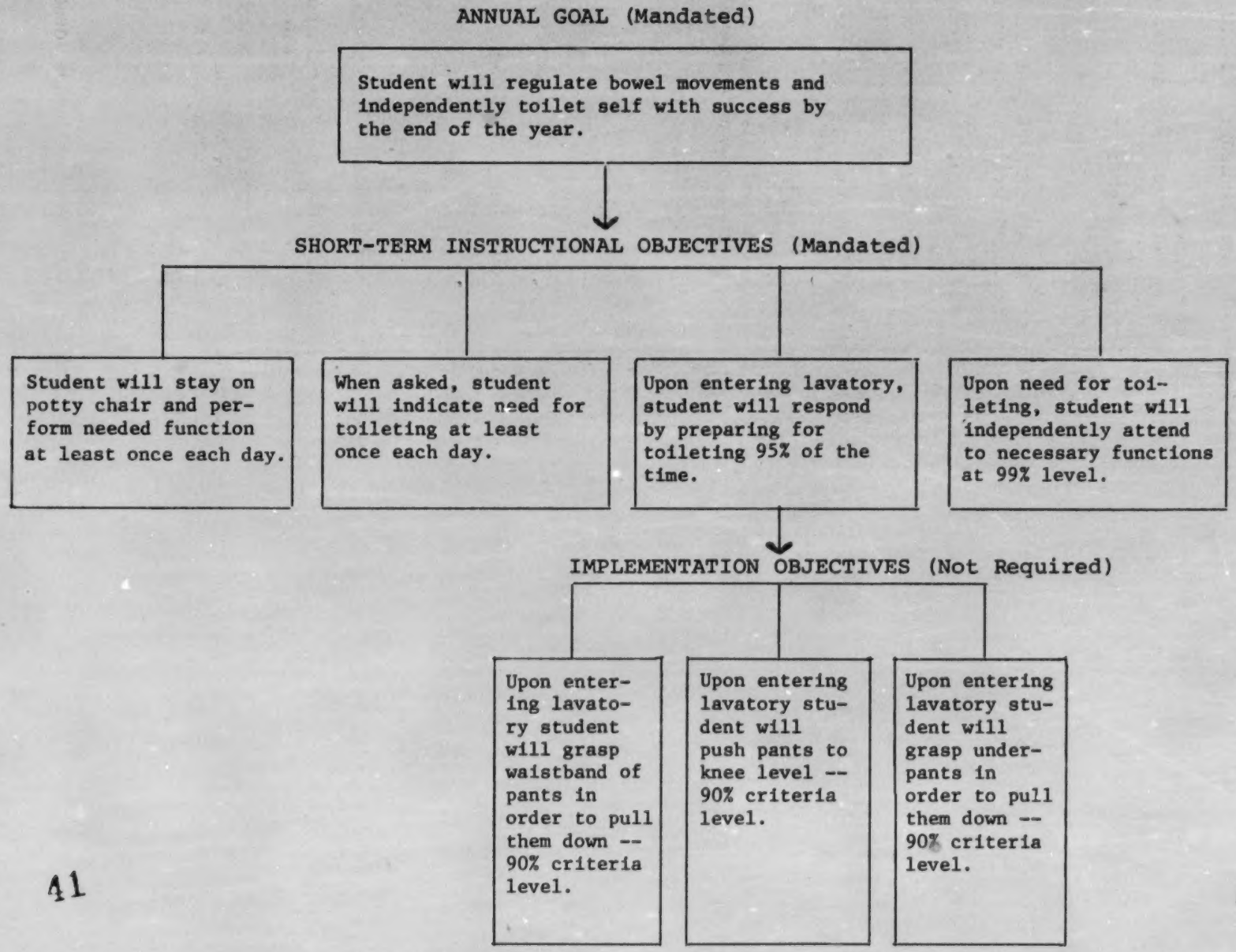
ANNUAL GOAL (Mandated)
Student will regulate bowel movements and independently toilet self with success by the end of the year.
SHORT-TERM INSTRUCTIONAL OBJECTIVES (Mandated)
Student will stay on potty chair and perform needed function at least once each day.
When asked, student will indicate need for toileting at least once each day.
Upon entering lavatory, student will respond by preparing for toileting 95% of the time.
Upon need for toileting, student will independently attend to necessary functions at 99% level.
IMPLEMENTATION OBJECTIVES (Not Required)
Upon entering lavatory student will grasp waistband of pants in order to pull them down -- 90% criteria level.
Upon entering lavatory student will push pants to knee level -- 90% criteria level.
Upon entering lavatory student will grasp underpants in order to pull them down -- 90% criteria level.

FIGURE 5

INSTRUCTIONAL AREA: Mathematics

ANNUAL GOAL: Student will learn multiplication and division computation skills

SHORT-TERM OBJECTIVE	EVALUATION OF SHORT-TERM OBJECTIVES				RESULTS OF EVALUATION SKILLS		
	TESTS, MATERIALS, EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE	EVALUATION SCHEDULE	DATE OBJECTIVE MASTERED	NOT EXISTING	EMERGING	ACQUIRED
1. Student will add numbers involving two renamings	Will compute 20 addition problems requiring two renamings	85% accuracy	End of first grading period	10/10/79			X
2. Student will subtract numbers involving two renamings	Will compute 20 subtraction problems requiring two renamings	85% accuracy	End of second grading period	11/14/79			X
3. Student will multiply and divide through products of 81	Will complete a fact sheet containing 20 multiplication and division facts and products through 81 with a specified time	65% accuracy	End of third grading period	1/15/80		X	
4. Student will multiply two digit numbers by one digit numbers	Appropriate mastery test included in mathematics text	75% accuracy	End of fourth grading period			X	
5. Student will divide numbers by two digit divisors	Appropriate mastery test included in mathematics text	75% accuracy	End of fifth grading period				

FIGURE 6
-36-

Accountability

Annual goals and short-term instructional objectives are intended to assist the professional personnel in projecting realistic educational gains over a specified period. Concerns have been expressed that the IEP could be interpreted as constituting a guarantee by the school district and the teacher that a child will progress at a specified rate. To alleviate this concern a section was included in the Federal Rules and Regulations which states that the IEP does not require that any school district, teacher, or other person be held accountable if a child does not achieve the growth projected in the annual goals and objectives. However, this does not relieve agencies and teachers from making good faith efforts to assist the child in achieving the objectives and goals listed in the individualized education program. Further, this does not limit a parent's right to ask for revisions of the child's IEP or to invoke due process procedures, if the parent feels that efforts are not being made to implement the child's IEP.

F.R.R. 121a.349

If, at any time, it becomes apparent that the goals and/or objectives stated on the IEP are unattainable despite best efforts of the implementers, best practice would dictate that individuals dealing with the child should request a new IEP meeting to revise the goals and objectives.

3. SPECIFIC SPECIAL EDUCATION AND RELATED SERVICES TO BE PROVIDED TO THE CHILD AND THE EXTENT TO WHICH THE CHILD WILL BE ABLE TO PARTICIPATE IN REGULAR EDUCATIONAL PROGRAMS.

Specific Special Education

The IEP must include a statement of specific special education to be provided to the child. This includes:

a. the special education instructional program required to meet the needs of the child;

Special education provides a continuum of settings and services available to exceptional children. This continuum ranges from the regular program with modifications to state-operated or private programs.

b. the physical education program component, specially designed if necessary;

F.R.R. 121a.307

Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless the child is enrolled full-time in a separate facility or the child needs specially designed physical education as prescribed in the

IEP. The local school district shall provide the services directly or make arrangements for it to be provided through other public or private programs.

The nature of the pupil's placement in physical education, as well as the direction and intensity of the program, will be determined by establishing the pupil's present level(s) of motor performance. Adapted Physical Education: Related Legislation, IEP Development and Programmatic Considerations for Illinois states:

> "The decision regarding the most appropriate placement in physical education should not be thought of as a simple choice between the regular physical education and adapted physical education programs. Neither should it be considered a fixed or final placement once the decision is made...Rather, practitioners should examine a continuum of physical education placement alternatives which, when they are implemented, will yield placement in the least restrictive environment."

c. the vocational education program component.

The United States Office of Education issued the following official statement on comprehensive vocational education for handicapped persons on June 10, 1978: "It is the position of the U.S. Office of Education that appropriate comprehensive vocational education will be available and accessible to every handicapped person." The following assumptions (contained in the September 25, 1978, Federal Register) form the basis of the Office of Education's position:

> "1. The provision of appropriate comprehensive vocational education for the handicapped is dependent upon all segments of the education system. Elementary, secondary, and adult education must provide the programs and services necessary for students to develop basic skills and make career choices. Vocational education must provide the education and training to develop occupational competencies.
>
> 2. Appropriate comprehensive vocational education for the handicapped must include cooperative relationships between the educational sector and the

employment sector to facilitate the transition from school to work.

3. Appropriate comprehensive vocational education for handicapped persons will provide sequential educational instruction and training appropriate to the needs and progress of each handicapped individual.

4. Appropriate comprehensive vocational education will reduce the number of handicapped persons who are unemployed by providing the education needed for effective participation in the labor force. This also will assist employers to meet their affirmative action goals for employment of the handicapped.

5. Appropriate comprehensive vocational education will to the maximum extent possible, identify and eliminate factors such as the attitudinal and environmental barriers, which determine to a large degree the impact that specific handicaps have on individuals."

The term, "appropriate comprehensive vocational education" ranges from the elementary level where career awareness is interwoven into various curriculum areas to the secondary level where skill training programs prepare students for careers requiring other than a baccalaureate or advanced degree.

Handicapped students must have available to them the variety of vocational education programs and services available to nonhandicapped students. This is emphasized in the Federal Rules and Regulations:

F.R.R.
121a.305

> "Each public agency shall take steps to insure that its handicapped children have available to them the variety of educational programs and services available to nonhandicapped children in the area served by the agency, including art, music, industrial arts, consumer and homemaking education and vocational education."

Further, every effort should be made to ensure that handicapped students participate in regular vocational education programs and that only those students whose handicaps are such

that they cannot achieve satisfactorily in the regular vocational education class, even with special education assistance, are placed in special vocational education programs. To accomplish this, it is necessary that handicapped students have available and open to them a continuum of vocational education program options. The nature, direction and intensity of the vocational education program planned and implemented for each handicapped student will be dependent upon the student's unique needs.

Eligibility requirements for regular vocational education skill training courses should not automatically exclude on the basis of a handicap any student who can be reasonably accommodated. Entrance requirements may need to be modified so handicapped students requiring program adaptation and/or support from special education can be admitted.

Since it is the responsibility of the local school district to develop, review and revise every handicapped student's IEP, the local school district should ensure that vocational education is considered as an option in planning a student's IEP. At the appropriate time in a student's educational endeavor, vocational education representatives should participate in the meetings to develop, review and revise the vocational education program component on a student's IEP. If rehabilitation services are indicated, a vocational rehabilitation representative should be involved in the development of the student's IEP.

The vocational education program component must include annual goals and individualized short-term instructional objectives. Additional requirements include appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved. At the secondary level the specific vocational education program, courses (regular, regular with support, modified regular, or special) and services need to be specified and described on the IEP. Additionally, the projected dates for initiation and the anticipated duration of the specific vocational education program courses and services to be provided should be included on the IEP.

The inclusion of the above on the IEP meets both Section 9.18a.4 and Section 6.03 requirements of the State Rules and Regulations.

Related Services

1.08a
13.03a
13.03b

Related services are the developmental, corrective, and other supportive services which are required to assist a handicapped child in benefiting from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, medical services for diagnostic or evaluation purposes, school health services, social work services, parent counseling and training, and transportation.

1.15

The provisions for special transportation services should be included in the IEP. Special transportation is defined "as those transportation services which are required because of the child's exceptional characteristics or the location of the special education program, or related services, and which are in addition to the regular transportation services provided by the local school district."

Extent to Which the Child Will Participate in Regular Education Programs

9.18a

The IEP must include a statement that specifies the extent to which the child will participate in regular education. The amount of time that the child spends in regular education should be consistent with the child's ability to function adequately and appropriately.

4. PROJECTED DATES FOR INITIATION OF SERVICES AND ANTICIPATED DURATION OF SERVICES.

9.18a

At the meeting to develop the IEP the participants should specify the projected dates for initiation and anticipated duration of each service listed in the IEP. The anticipated duration should be the length of time services are expected to be provided. Best practice suggests that an estimated conclusion date be specified in the IEP for each service component. These estimated conclusion dates may be any time during the year; however, they should not exceed one year from date of initiation.

5. APPROPRIATE OBJECTIVE CRITERIA AND EVALUATION PROCEDURES AND SCHEDULES FOR DETERMINING, ON AT LEAST AN ANNUAL BASIS, WHETHER THE SHORT-TERM OBJECTIVES ARE BEING ACHIEVED.

9.18a

Even though appropriate objective criteria and evaluation procedures and schedules are listed separately in the State Rules and Regulations it is, in reality, an integral part of the previously discussed short-term objectives component.

The short-term objectives specified in the IEP should be reviewed as often as the nature and content of the objectives dictate.

9.25.1 A schedule for reviewing during the year whether the short-term objectives are being achieved could be included in the IEP. However, the reviewing of the achievement of the short-term objectives must occur at least annually. The schedule (anticipated date) for this review must be specified in the IEP. The annual review should determine the extent to which the child has met the objectives specified in the child's IEP.

RECOMMENDED IEP COMPONENTS

In addition to the preceding mandated components, recommended best practices should include:

6. date of the multidisciplinary conference and the names of participants in attendance;

7. long-range goals;

8. name(s) and position(s) of individual(s) responsible for implementing the goals and objectives;

9. special instructional media and materials;

10. space for noting child's strengths and talents;

11. names and positions of participants in attendance at the IEP meeting;

12. parents' rights checklist;

13. anticipated month and year of next three-year reevaluation; and/or

14. avoidance of educational jargon.

The best practice components are defined as follows:

9.18 6. DATE OF MULTIDISCIPLINARY CONFERENCE AND NAMES OF PARTICIPANTS IN ATTENDANCE

By adding the date of the multidisciplinary conference and names of participants, the IEP would fulfill the requirements of the State Rules and Regulations, Section 9.18, thus eliminating the necessity of preparing a separate written report of the results and recommendations of the multidisciplinary conference.

If the IEP is utilized also as the written report of the results and recommendations of the multidisciplinary conference, a copy of the IEP, together with all documentation upon which it

is based, should be kept on file by the local school district. The parents should be informed of their rights to access of the report.

7. LONG-RANGE GOALS

Long-range goals are an attempt to anticipate the child's future beyond the immediacy of the present year. They should provide a framework within which annual goals can be projected. They should answer the question, "What are the expectations for the child three to five years from now?" However, the intent of long-range goals is for planning purposes and not one of a self-fulfilling prophecy. (See Figure 4)

8. INDIVIDUAL(S) RESPONSIBLE FOR IMPLEMENTING THE GOALS AND OBJECTIVES

A list specifying the names and positions of individuals responsible for implementing the goals and objectives should be included to clarify each individual's responsibility and to better coordinate team efforts in the implementation of the IEP.

9. SPECIAL INSTRUCTIONAL MEDIA AND MATERIALS

A list of special instructional media and materials may facilitate the acquisition of materials which may not be readily available to the implementer but which may be needed for IEP implementation (e.g., typewriter, model telephone, sandbox, high interest-low reading level textbook).

10. SPACE FOR NOTING THE CHILD'S STRENGTHS AND TALENTS

A space for noting the child's strengths and talents should be included so that the IEP does not focus entirely upon the child's deficits.

11. PARTICIPANTS IN ATTENDANCE AT THE IEP MEETING

A list specifying the names and positions of participants in attendance at the IEP meeting should be included for monitoring purposes.

12. PARENTS' RIGHTS CHECKLIST

A parents' rights checklist insures that parents have been informed of their rights at crucial points in the IEP process and have participated in the process. (See South Metropolitan Association Sample IEP Form, Appendix A).

Recommended best practice also includes:

13. ANTICIPATED MONTH AND YEAR OF NEXT THREE-YEAR REEVALUATION

9.25.3 A reevaluation of the child should be conducted every three years, or more frequently if conditions warrant or if the child's parent or teacher requests an evaluation. The anticipated month and year of the next three-year reevaluation should be recorded on the IEP for monitoring purposes.

14. AVOIDANCE OF EDUCATIONAL JARGON

Educational jargon should be avoided when writing, developing, and preparing the IEP so that it is easily understood by all parties.

IV. ROLES AND RESPONSIBILITIES

According to P.L. 94-142 and related Federal and State Rules and Regulations, a multidisciplinary team approach to the IEP process is mandated. To promote the most efficient movement through the IEP process, roles which have not been defined in relation to that process should be established within each working unit, e.g., school district, special education joint agreement, etc. Because each district or cooperative must work within its own constraints, each will undoubtedly adjust the team approach to a committee model which best fits its own needs and available staff, while still addressing the individual needs of the student.

It is logical to assign those undefined tasks to those persons whose certification, authority, and/or interaction with other school personnel and the community at large places them naturally in these roles. While certain responsibilities on the following pages are listed as being appropriate to a number of personnel, this is not to imply that a duplication of efforts is recommended. These tasks should be assigned to those personnel within a district who are most appropriate for that particular district.

A specific case in point deals with attendance at the IEP meeting. While any of the individuals responsible for fulfilling the specified roles noted on the following pages may attend, the August 23, 1977, Federal Register explains that:

F.R.R. page 42508

The statute does not require all IEP implementers to be involved in the meetings. It was the intent of Congress that IEP meetings generally be small. This position is reflected in the following statement by Senator Randolph, sponsor of P.L. 94-142, in the June 18, 1975, Congressional Record:

> "In answer to my colleague, it was the intent, and I believe, I can speak for the subcommittee and the committee in this matter, that these meetings. . .be small meetings; that is, confined to those persons who have, naturally an intense interest in a particular child, i.e., the parent or parents, and in some cases the guardian of the child. Certainly the teacher involved or even more than one teacher would be included. In addition, there should be a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children.
>
> These are the persons that we thought might well be included. That is why we have called them 'individualized planning conferences'. We believe that they are worthwhile, and we discussed this very much as we drafted the legislation.

While very large IEP meetings might generally be inappropriate, there may be specific instances where additional participants are essential. In order to enable other persons to be included, the Office of Education retained a provision from the proposed rules which authorized the attendance of 'other participants, at the discretion of the agency or parents.'"

Responsibilities of multidisciplinary conference participants could include the following:

Director of Special Education

9.15.1 "The special education director or designee* who is qualified to provide or supervise the provision of special education" is required as a participant at all conferences at which placement decisions are
12.04 made. "Each director and assistant director of special education shall hold a valid administrative certificate and shall meet requirements for approval as outlined by the Illinois Office of Education in the Special Education Certification and Approval Requirements and Procedures."

Only directors of special education at the joint agreement level and in special education service unit single districts (e.g., Spring-
2.03.2 field) are recognized as state-approved directors of special education. The joint agreement (the organizational unit developed by formal agreement between districts) is considered a service agent of the participating districts.

There is only one state-approved director of special education for each joint agreement or single unit district. Other personnel designated by districts as directing special education are not considered by the Illinois Office of Education to be the "special education director" referred to in Section 9.15.1, although their duties within a district may include administrative work in special education. However, the local district person assigned to direct special education may also be the person named by the joint agreement or single unit district state-approved director of special education as his/her designee under Section 9.15.1 of the State Rules and Regulations.

3.07 The establishment and operation of all special education programs and services should be under the coordination and educational direction of a state-approved director of special education.

3.10 "The specific responsibilities of special education administrative and supervisory personnel and local district administrative personnel in relation to special education instructional and resource programs and related services shall be delineated in writing and made known to all persons involved." Beyond these requirements it may be within the scope of the director's responsibility to do the following:

*The school principal or someone who holds administrative approval to administer special education would be an appropriate designee if so authorized by the state-approved director of special education.

1. receive the referral unless the written local referral process states otherwise;

2. ensure due process procedures are adhered to;

3. communicate to parents their rights under due process;

4. arrange for a translator/interpreter, if necessary;

5. appoint members of the evaluation team within his/her jurisdiction;

6. act as or appoint a chairperson for the multidiscipinary team;

7. make scheduling arrangements for any special education personnel who may be required for assessment, planning or service provision purposes;

8. review district recommendations for special education placement for individual children if so designated by the local school district of residence;

9. ensure participation by a representative of the private or state-operated program, when appropriate;

10. investigate the availability of eligible nonpublic programs, when it is determined that local public programs are inadequate, giving first consideration to state-operated programs.

Principal

At the multidisciplinary conference the school principal may act as the designee for the state-approved director of special education.* The school principal can also serve as an appropriate representative of the child's local district of residence. Other suggested responsibilities appropriate to his/her role would be to:

1. ensure due process procedures are adhered to;

2. communicate to parents their rights under due process;

3. arrange for a translator/interpreter, if necessary;

4. assign and define the role(s) of others;

5. appoint members of the evaluation team within his/her jurisdiction;

*The school principal or a supervisor someone who holds administrative approval to administer special education would be an appropriate designee if so authorized by the state-approved director of special education.

6. make scheduling arrangements for any school personnel who may be required for assessment, planning or service provision purposes;

7. act as the chairperson and facilitate group decision making;

8. coordinate team activities;

9. assess the child's learning environment, e.g., seat placement, number of classroom changes required during the school day, social interaction with classroom teacher, etc.;

10. forward hearing and vision screening test results and a report regarding the child's medical history and current health status to the director of special education or his/her designee.

Representative of State-Operated or Private Programs

If a multidisciplinary conference determines that a child cannot be provided with an appropriate education in the public schools, State Rules and Regulations require the participation of a representative of the nonpublic school in the meeting to develop an IEP prior to placement. If the representative cannot attend, other methods to insure participation by the state-operated or private program should be used.

The role of a representative of a state-operated or private program may include:

1. participating in the development, implementation, and evaluation of the IEP;

2. providing information on the child's:

   a. anticipated adjustment to the state-operated or private program, and/or

   b. history of performance in the state-operated or private program;

3. maintaining communication and coordination with the public school and parent(s);

4. assisting in establishing criteria for re-entry into the public school.

School Psychologist

5.01.2 State Rules and Regulations require that school psychological services to and on behalf of students who require psychological evaluation and assistance in their educational or behavioral adjustment should include, but not be limited to:

1. screening of school enrollments to identify children who should be referred for individual study;

2. conducting individual psychological examinations and interpretation of those findings and recommendations which will lead to meaningful educational experiences for the child;

3. counseling and performing psychological remedial measures as appropriate to the needs of students, individually or in groups;

4. participating in parent education and the development of parent understanding;

5. consulting with teachers and other school personnel in relation to behavior management and learning problems;

6. consulting in program development;

7. attending the initial multidisciplinary conference/IEP meeting.

School psychological services should be available in appropriate quantity to all children for whom the district is responsible. They should be utilized to assist in the process of developing an educational climate conducive to the optimum development of all children. Emphasis should be placed on prevention as well as rehabilitation, on indirect as well as direct services.

Those duties which are not mandated but may also be performed by the psychologist are:

8. coordinating evaluation information of the various related services personnel;

9. attending the IEP review meeting;

10. assisting the team in defining the child's placement/ learning environment.

Additional responsibilities could include aiding the chairperson in the following capacities:

11. collecting and collating any preexisting, available information on the child:

    a. in-district cumulative information,

    b. out-of-district pertinent information,

    c. evaluations outside the educational setting;

12. distributing/collecting evaluation report forms to/from the evaluation team members;

13. compiling evaluation results and distributing them to the multidisciplinary/IEP team participants;

Speech and Language Clinician

5.01.1a State Rules and Regulations require that speech and language services for all students with speech and/or language impairments which interfere with their educational or social development be made available as a:

1. special education related service,
2. special education resource program, and/or
3. special education instructional program.

5.01.1b Speech and language services should include, but not be limited to:

1. screening and diagnosis of children with suspected language impairment;
2. planning and developing the clinical program;
3. providing therapy for children with impairments of oral language comprehension, production or usage, including disorders of fluency, phonation, resonance, articulation, and oral language formation;
4. providing parent counseling;
5. providing referrals and follow-up;
6. providing consultative and resource services to other professional personnel.

For children whose problems seem to be limited to the area of speech and/or language, the speech and language clinician's responsibili ties include:

9.02.2
7. assisting with those components of the speech and language case study evaluation defined by the role and/or district;

9.14
8. reviewing the findings of the speech and language case study evaluation;

9.14
9. determining the child's eligibility and need for speech and language services;

10. convening meetings for the purpose of developing, reviewing, and/or revising the child's IEP;

11. following the initial IEP meeting, making recommendations to the local district superintendent or designee for appropriate placement;

9.14.1 12. placing a report of the findings and recommendations in the child's temporary student records.

For a speech and/or language impaired child exhibiting additional handicapping conditions or educational deficits, the speech and language clinician's responsibilities include:

9.14.1 13. referring the child for further evaluation;

9.15.1 14. participating in the multidisciplinary conference;

Additional responsibilities could include:

15. participating in the meeting(s) to develop, review, and/or revise the IEP.

Special Education Teacher

The presence of the following individuals is required at the multidisciplinary conference:

1. those school personnel involved in the educational evaluation of the child (usually the special education teacher is a member of the multidisciplinary evaluation team); and

2. those special education personnel who may become responsible for providing and implementing the special education program of the child.

It is suggested that the role of the special education teacher should include:

1. working cooperatively with regular education personnel;

2. assessing the child's learning environment and learning style;

3. attending the meeting(s) at which the IEP is developed;

4. offering input in the team development of long-term and annual goals and short-term objectives;

5. implementing those goals and objectives which pertain to his/her area of expertise;

6. monitoring frequently the child's progress toward the accomplishment of the goals and objectives;

7. communicating the child's ongoing progress to parents;

8. evaluating, at least annually, the child's progress toward the accomplishment of the goals and objectives;

9. reviewing the evaluation data in order to provide recommendations for possible IEP revision.

Regular Education Teacher

The following mandates may be interpreted as relating to the regular education teacher's role:

1. participating in the multidisciplinary conference and/or IEP meeting as appropriate;

   (For a handicapped child who is being considered for placement in special education, the "teacher" could be the child's regular teacher, or a teacher qualified to provide education in the type of program in which the child may be placed, or both.)

Additional responsibilities may include:

2. working cooperatively with special education personnel;

3. a. providing information on the child's history of performance in the regular classroom, and/or

   b. providing information on the child's anticipated adjustment to the regular classroom environment;

4. offering input in the team development of long-range and annual goals and short-term objectives;

5. implementing those goals and objectives specified in the IEP which may require modification of the regular curriculum within the regular classroom;

6. frequently monitoring the child's progress toward the accomplishment of the goals and objectives which they are responsible for implementing;

7. communicating the child's ongoing progress to parents;

8. evaluating, at least annually, the child's progress toward the accomplishment of the goals and objectives which they are responsible for implementing;

9. reviewing the evaluation data in order to provide recommendations for possible IEP revision.

School Social Worker

5.01.3 State Rules and Regulations mandate that school social work services to and on behalf of students whose educational or behavioral development is restricted due to social or emotional considerations, family circumstances, or problems of the environment should include, but not be limited to:

5.01.3

1. consulting and providing inservice training experiences to school personnel on behalf of children;

2. conducting the social developmental study in a case study evaluation and participating in the identification of those children who require social work intervention;

3. providing direct services to children;

4. serving as a liaison between the home and the school and for providing parental education and counseling as appropriate in relation to the child's problem;

5. facilitating the effective utilization of existing community resources to meet the needs of school children and assisting in developing services which are needed but unavailable.

School social work services should be available, in appropriate quantity, to all children for whom the district is responsible. They should be utilized to assist in the process of developing an educational climate conducive to the optimum development of all children. Emphasis shall be placed on prevention as well as rehabilitation, on direct as well as indirect services.

In addition, it is suggested that because of the intimate contact with the home, the responsibilities of the social worker should also include:

6. making home visits, when necessary, to obtain parental consent before a case study evaluation is conducted or before initial placement in special education;

7. consulting with IEP team members regarding the pupil's behavior management, learning problems, and program development.

Additional responsibilities could include:

8. distributing/collecting evaluation report forms to/from evaluation team members;

9. compiling/distributing evaluation results to participants in the multidisciplinary conference/IEP meeting;

10. collecting and collating any preexisting, available information on the child:

    a. in-district cumulative information,

    b. out-of-district pertinent information,

    c. evaluations outside educational setting;

11. assessing the child's learning environment.

School Nurse

5.02 State Rules and Regulations require that school health services should be provided by the local district when the multidisciplinary conference determines that such services would facilitate the educational development of exceptional children. In most cases of a child being staffed for the first time, best practice indicates the need for the school nurse to participate in the initial multidisciplinary conference. The school nurse should provide:

1. interpretation of a current physical exam by a physician and a health history from the parents regarding the child's medical history and current health status;

2. results of a current vision and hearing screening.

It is recommended that the school nurse:

3. participate in screening for special education problems and make recommendations to the multidisciplinary team for further evaluation based on contact with children and their records;

4. act as liaison to medical personnel;

5. assist in distributing, collecting, and evaluating medical records and any other pertinent information relative to the child's handicapping condition;

6. describe possible effects of medication and medical condition on educational performance to the multidisciplinary team and parents;

7. evaluate IEP goals and objectives so they do not violate or exceed the child's medical limitation;

8. provide parents and students with health counseling and make referrals to appropriate health agencies;

9. provide the multidisciplinary team with follow-up information as needed relative to the child's health.

Guidance/Special Education Counselor

5.02 State Rules and Regulations require that counseling services and parent counseling or training should be provided by the local district when the multidisciplinary conference determines that such services would facilitate the educational development of exceptional children. The role of the special education counselor because of his/her unique relationships with the student, school, home, and community may include:

1. promoting effective integration between the regular high school program and the special education program;

2. monitoring student progress;

3. working with school personnel regarding problems of discipline and attendance;

4. providing individual and group counseling;

5. planning the class schedule;

6. participating in meeting(s) to develop, review, and revise the IEP;

7. attending annual review meetings at the grade school for incoming freshman;

8. gathering data from sending school, and orienting new students to the school;

9. informing parents regarding the student's academic and social progress;

10. maintaining necessary student records;

11. providing career education and occupational alternatives;

12. providing consultation and coordination in curriculum development.

Vocational/Career Educator

The role of the vocational/career educator may include:

1. participating in the meeting(s) to develop, review and revise the IEP;

2. defining those programs and courses in which the handicapped student will be participating;

3. identifying the related services needed to carry out such activities in regular vocational programs;

4. providing or assisting with referral for vocational counseling and guidance services;

5. providing or assisting with work experience programs for handicapped students;

6. providing or assisting with job placement and follow-up.

Parent

9.15
9.18a
9.25
9.06

State Rules and Regulations require the inclusion of parents in meetings to develop, review, and revise their child's IEP.

Specifically, State Rules and Regulations require that parents:

1. provide written consent before a case study evaluation or reevaluation can occur, and

2. provide written consent for the initial placement in a program providing special education and related services.

It is further suggested that parents:

3. upon notification, attend any meeting at which placement and/or IEP decisions are made;

4. bring to the meeting(s) such persons and/or information as they feel may be necessary to assist them;

5. provide information on their child's level of functioning pertinent to the child's program;

6. provide medical and social history and secure needed medical care;

7. provide input in the development of goals and objectives and provision of services;

8. control the release of their child's school records to other than authorized school personnel;

9. implement those goals and objectives specified in the IEP which may require home involvement;

10. maintain ongoing contact with other IEP implementors;

11. foster program continuity between home and school programs;

12. monitor continuously the accomplishment of their child's goals and objectives and the provision of services.

Personnel Providing Other Related Services

Depending on the needs of the student, other professionals may need to have input at various stages of the IEP process. Since most of these professionals are trained to work within limited age or handicap parameters, and since their roles are often defined by their area of expertise and/or their particular setting, it is difficult to fully describe their roles in this document.

The following list is not all inclusive, but some of these professionals include:

1. regular and/or adapted physical education teacher;
2. art therapist;
3. audiologist;
4. guidance counselor;
5. Head Start teacher;
6. music therapist;
7. occupational therapist;

5.02

8. parent counselor or trainer;
9. physical therapist;
10. physician licensed to practice medicine in all of its branches for diagnostic or evaluation purposes;
11. reading specialist;

5.01.4

12. special reader service, braillists, and typists as required;
13. vocational rehabilitation representative;

5.01.4

14. interpreter for the deaf or non-English speaking individual.

V. CRITICAL ISSUES AND ANSWERS

1. Q. Who has to have an IEP?
   A. Every child included in the annual State child count for P.L. 94-142 and P.L. 89-313 (Title I) programs has to have a current annual IEP completed and on file.

2. Q. What is the "child count?"
   A. The child count is a listing of identified handicapped children who are receiving special education for which the district will receive funding from the federal government under P.L. 94-142 and P.L. 89-313.

3. Q. When does the IEP have to be in effect?
   A. If the IEP has been reviewed and revised at an annual review meeting held at the end of the school year or during the summer, the IEP is to be implemented at the start of the new school year. If, however, a new child is determined to be in need of special education during the school year, a meeting must be held to develop the child's IEP within 30 calendar days of the determination that the child needs special education. But in no case should a child's placement be implemented prior to the completion of the IEP including initial short-term objectives. The IEP is to be implemented as soon as possible, but in no case shall placement occur later than the beginning of the next school semester. If the special education placement is not possible prior to the next school semester, the local school district is responsible for providing interim services between the placement determination and the actual placement which are as appropriate to the child's needs as possible.

4. Q. Do parents and professionals have to sign the IEP?
   A. No. State Rules and Regulations require written parental consent only for conducting any case study evaluation or reevaluation or the initial placement of an exceptional child in a program providing special education and related services. Neither State nor Federal Rules and Regulations specify that the parents or school professionals have to sign the IEP. However, the law does require the attendance of certain school professionals at a meeting to develop a child's IEP. The law futher specifies that the parents must be notified of the IEP meeting and that the district must take steps to insure their presence at the meeting to develop their child's IEP or are afforded an opportunity to participate. Some school districts voluntarily employ the practice of signing the IEP as a means of acknowledging these individuals' involvement in the development of the IEP, and that they are cognizant of its contents. Other school districts employ a practice of having the parents sign the IEP as a means of verifying the parents' approval of the contents of their child's IEP, since the parents have the option of accepting or

rejecting the proposed IEP. Still other school districts require written parental consent on the IEP for initial placement. The parent(s) must be fully informed of and understands all information relevant to the activity for which consent is sought. If the parents are dissatisfied with any portion of their child's IEP, they should express their dissatisfaction. A meeting should be held whereby these differences may be resolved. If the disagreement cannot be resolved, then the parents may wish to pursue a due process hearing.

5. Q. Will teachers be held accountable if the child does not achieve the growth projected in the annual goals and objectives?
   A. Each local school district must provide special education and related services to a handicapped child in accordance with the child's individualized education program. Federal Rules and Regulations, Section 121a.349, specifies that the local school district, teachers or other persons cannot be held accountable if a child does not achieve the growth projected in the annual goals and objectives. However, this does not relieve agencies and teachers from making good faith efforts to assist the child in achieving the goals and objectives listed on the child's IEP.

6. Q. Does a school district have to provide to a handicapped child only those services which are available in the school district?
   A. No. The services a child is to receive are determined by the child's needs. The services specified on the IEP are to address these needs. The school district may contract with private agencies or individuals, other school districts, and/or state agencies if the full range of services are not available at the local level. If there is a question as to whether or not a service is appropriate for the local school district to provide, it is advisable to have a person who is qualified and someone who is authorized by the school district to make a determination.

7. Q. Who is responsible for the IEP of a child placed in a non-public school by a local school district?
   A. In the case of a child placed by the local school district of residence into a nonpublic school, the local school district of residence, once placement is determined, may delegate the completion of the IEP. The following procedures should be considered when delegating this activity: the delegation should be done in writing; the receiving program must develop the IEP in accordance with the State Rules and Regulations, Section 9.18a; and the local school district must receive a copy of the IEP. However, final responsibility for developing, reviewing, and revising the child's IEP remains with the local school district of residence.

8. Q. Do all speech and/or language impaired students need an IEP?

A. Every speech and/or language impaired student who is included on the child count needs an IEP. If the child is not included on the count and is receiving speech therapy, an IEP does not need to be written.

9. Q. Do children receiving only related services need an IEP?
   A. P.L. 94-142 covers only handicapped children who are receiving special education or special education and related services. It does not cover those children in the standard educational program receiving related services. Therefore, if a child is not receiving special education, an IEP is not necessary. F.R.R. 121a.14, Comment (1), states: "The definition of 'special education' is a particularly important one under these regulations, since a child is not handicapped unless he or she needs special education... The definition of 'related services' (Section 121a.13) also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no 'related services' and the child...is not covered under the Act."

10. Q. Who is "a representative of the local district, other than the child's teacher, who is qualified to provide or supervise the provision of special education?"
    A. The intent of the law is to ensure that at least one participant in the IEP meeting is aware of all available service options and/or one participant has the authority from the local school district to commit services. In most cases the latter individual has an administrative certificate, e.g., state-approved director of special education or principal. If the representative of the local district is not certified in special education, someone qualified in the area of suspected disability should also attend to assure all special education service options are considered.

11. Q. Do we need to specify on the IEP the exact percentage of time per week the child will be able to spend in the regular classroom?
    A. State Rules and Regulations specify that the IEP is to include the extent to which the child will be able to participate in regular educational programs. It is not mandated that this "extent" be stated as a percentage.

12. Q. Must an IEP be written for a child receiving home and hospital services?
    A. If the child is counted in the child count, and is receiving or is to receive special education services, he or she must have an IEP regardless of where the services are delivered, i.e., home or hospital.

13. Q. When should related services personnel attend a multidisciplinary conference?
    A. State Rules and Regulations require "all those school personnel involved in the evaluation of the child" and "other individuals at the discretion of the parent or public agency" to

attend the multidisciplinary conference. "Other individuals at the discretion of the district" could include related services personnel. "Other individuals at the discretion of the parent" may include legal representation, a child advocate, or another parent. Individuals, other than school personnel, involved in the evaluation of the child may be invited to attend by the parents or the district.

14. Q. Who is responsible for communicating with Head Start program staff members in developing Individualized Education Programs?

A. The local school district is responsible for conducting a meeting at which the IEP is developed. Therefore, if a Head Start program staff member is to be involved with a particular exceptional child, it is the responsibility of the local school district to contact Head Start.

15. Q. What financial and personnel resources are available to help districts implement IEPs?

A. Financial Resources

The state requires that a least 10% of the flow-through funds to districts under P.L. 94-142 be allocated to inservice training, which may include training on the development or implementation of IEPs. In addition, if "implement" refers to carrying out, in classrooms, programs or related services, the activities implied in the student's short-term objectives, a variety of state funds, as well as federal funds, can be applied, such as, personnel, transportation and extraordinary cost reimbursement.

Personnel and Agencies

Directors of Special Education
Regional Superintendents
Regional Special Education Services Centers
Joint Agreements
Illinois Regional Resource Center
Illinois Office of Education Program Service Teams

16. Q. Do medical services have to be provided at no cost to parents?

A. Yes, but only if the medical services are diagnostic in nature and necessary to determine if a child is handicapped. Medical services that are restorative or rehabilitative in nature cannot be funded under P.L. 94-142 and are not the responsibility of the local education agency.

17. Q. Must the school district pay for all special education and related services?

A. The local education agency has the responsibility to provide all special education and related services required by a particular student's needs as specified on the IEP or to see that such services are available. This does not mean necessarily that the school district has to pay for all of the programs and services needed by the child. It would be appropriate for the school district to take the responsibility of coordinating community, private, and state resources.

18. Q. What is an "appropriate" education?
A. Special education and related services provided in conformity with the IEP.

19. Q. Does each implementer of a program or related service prepare a separate IEP for the student?
A. No. The IEP is prepared in concert by all participants at the multidisciplinary/IEP meeting.

20. Q. Can a handicapped child be put on a waiting list if services are not immediately available within the school district?
A. It is in violation of the law to deny services to a handicapped child. After the determination of eligibility and need for special education placement, placement should be made as soon as possible, but in no case should placement occur later than the beginning of the next school semester. When special education placement is not possible prior to the next school semester, the local school district is responsible for providing interim services between placement determination and actual placement which are as appropriate to the child's needs as possible. The local school district should provide written notification to the child's parents and the State Superintendent of Education regarding the nature of the services the child will receive in the interim.

Districts maintaining a waiting list and requiring present staff to temporarily accommodate children by increasing class size/case load, must be able to justify that the child is provided with "appropriate" services.

Pending the completion of the due process hearing, and any appeal to the Illinois Office of Education, the district should postpone any proposed change in the child's educational placement, unless the State Superintendent of Education decides that the health and safety of the child or others would be endangered. In this case, the local school district is responsible for developing an appropriate interim placement.

21. Q. Who pays for an independent evaluation?
A. A parent has the right to request an independent educational evaluation at public expense if the parent disagrees with the evaluation obtained by the public agency. However, the public agency may initiate a hearing to show that its evaluation is appropriate. If the final decision is that the school's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. The results of this evaluation must be considered by the child's school in making decisions regarding their child's program. In the case of a due process hearing, the hearing officer has the authority to require additional evidence if it is deemed necessary. The hearing officer may order an independent evaluation at local school district expense. He/she may recess the hearing for a specified period in order to obtain the additional information necessary.

22. Q. How many goals should be written?
A. The number of goals developed for a child should be determined by consensus of the participants; reflect the child's needs; be prioritized; address the child's deficits; and not necessarily include goal(s) for all areas (academic, vocational, social, etc.) or if the child's performance is acceptable in that area.

23. Q. Is it possible for the school to suggest any medical evaluation without having the school pay the costs?
A. The school should feel free to make whatever recommendations it deems appropriate in the child's interests. When a medical evaluation service is diagnostic in nature and necessary to determine if a child is handicapped, the school should accept financial responsibility, or locate an alternative agency to provide assistance. If the recommendation is directed towards the child's general well-being or ongoing medical care, then the school should direct the parent to an appropriate assistance agency, if the parent cannot afford the service.

24. Q. Can the child's placement be implemented before any short-term objectives are written if all other aspects of the IEP have been accomplished?
A. No. At least the initial short-term objective(s) for each goal must be developed by the participants at an IEP meeting and recorded on the IEP before placement is implemented.

25. Q. Do the parents participate in the development of the IEP?
A. Yes. Parental notification procedures must be followed to assure that the parents are present or are afforded the opportunity to participate in the development of their child's IEP.

26. Q. Does a person representing the local district have to be in attendance at every IEP meeting?
A. Yes. Someone who has the authority (e.g., state-approved director of special education, principal) to speak for the local district must be present at every IEP meeting.

27. Q. Does this representative have to be in attendance at an IEP meeting if all that is being addressed at this meeting is the short-term objectives?
A. Yes.

28. Q. If you complete all aspects of the IEP except for the short-term objectives at a meeting in which you determine if the child is handicapped and in need of special education, can you then within thirty calendar days hold an IEP meeting for the sole purpose of developing the short-term objectives?
A. Yes. But you can not implement the placement of the child until short-term objectives have been written for each goal.

All the participants included under Section 9.18a.2 and 9.18a.3 of the Rules and Regulations to Govern the Administration and Operation of Special Education must be in attendance at

this meeting. This includes a member of the evaluation team and a representative of the local school district, other than the child's teacher, who is qualified to provide or supervise the provision of special education and has the authority to speak for the local school district.

Likewise, in an IEP meeting at which a case study reevaluation is being considered, a member from the reevaluation team and a representative of the local school district (see question 26) must be in attendance.

29. Q. Can the short-term objectives be developed for less than an entire year, say just to begin services (e.g., the first month, grading period, or semester), and then at the end of that period (e.g., the first grading period) can another IEP meeting be convened for the purpose of reviewing and, if appropriate, revising the short-term objectives from the first grading period and/or developing new short-term objectives?

A. Yes. The short-term objectives can be developed for less than an entire year (e.g., a grading period or semester, etc.) so long as there are short-term objectives in effect whenever a child is receiving special education and related services. The parents must be informed as to their duration.

30. Q. If the short-term objectives are reviewed and revised periodically during the year, but no major changes in placement are anticipated, does an IEP meeting need to be convened every time the short-term objectives are reviewed and revised, and do the parents need to be notified and invited to participate in a meeting to review and revise their child's short-term objectives?

A. Since the parents are members of the team which develops the short-term objectives and the team determines what the criteria, evaluation procedures, and schedules should be for determining whether the child is achieving the short-term objectives, the parents have an opportunity at that time to make their wishes known regarding how often the short-term objectives should be reviewed. State Rules and Regulations state that a meeting must be held at least once annually to determine whether a child is achieving the short-term objectives. Additionally, State Rules and Regulations specify that following the determination of the child's IEP, the parents shall be afforded, on an ongoing basis, reasonable opportunity for comment on and input into their child's educational program. If either the parents or other individuals working with the child feel a need to convene an IEP meeting in addition to those already scheduled, parental notification procedures should be followed and an IEP meeting convened. If, however, the parents only wish to be kept informed of the progress of their child, teachers may wish to explore other means of communicating with the parents, if these are mutually agreed upon by the respective parties. A record of telephone calls and correspondence should be kept.

31. Q. Could you develop several (e.g., 3-6) short-term objectives, one for each grading period for each annual goal, and consider these as major stepping stones toward the attainment of the annual goal?

A. Yes.

32. Q. At the junior high school and senior high school level, could goals be written on a semester basis instead of on an annual basis?

A. Yes. Goals could be written on a semester basis for those subject or content areas which last only a semester. However, annual goals should be written for subject areas which are developmental and continuous (e.g., an annual goal could be written for mathematics if the student was enrolled in general math the first semester and algebra the second semester). If a goal was developed for only one semester, its duration should be so indicated on the IEP. An IEP meeting should be held at the end of the first semester to determine if the student achieved the short-term objectives for that semester goal. If the student has achieved them, then new goals and short-term objectives will need to be developed for new subject areas to be taken the second semester.

33. Q. Depending on the severity of the handicap, teachers may wish to develop instructional methods or task implementation objectives which could be viewed as more minute stepping stones to attaining the short-term objectives. a) Can these be considered equivalent to daily lesson plans? b) Would these have to be considered as a part of the IEP?

A. a) Yes.
b) No. They would be considered a best practice.

34. Q. Do all implementors of goals need to attend the IEP meeting to develop the short-term objectives?

A. State Rules and Regulations do not require every individual who comes in contact with the child to be present at an IEP meeting. The number of implementors in attendance above and beyond that which is called for in a IEP meeting is left to the discretion of the local school district.

APPENDIX A
Sample Individualized Education Program Forms

Note: The following sample IEP forms do not represent state adopted or required forms.

Sample Form 1: Letter of the Law

State Rules & Regulations Reference Number

IEP from __/__/__ to __/__/__

INDIVIDUALIZED EDUCATION PROGRAM

IDENTIFICATION INFORMATION

Student Name_____ Birthdate__/__/__ Age____ Sex____ Grade_____

Parent(s) Names_____

Address_____ Telephone_____

9.08 *** Ethnic Group_____

9.08 *** Language or Mode of Communication of the Home_____ of the Child_____

*** School District of Residence_____

9.17b *** School Child Would Normally Attend_____

*** Exceptional Characteristic(s) Determined_____

DATES

9.20 *** Date of Referral__/__/__*

*** Date Case Study Evaluation Completed__/__/__

*** Date of Multidisciplinary Conference__/__/__

9.18a *** Date of Initial IEP Meeting__/__/__**

9.18a Anticipated Date of Annual Review__/__/__ (at least annually)

9.25.3 *** Anticipated Date of Reevaluation__/__/__ (every three years)

*The case study evaluation and multidisciplinary conference are to be completed within 60 school days of the date of referral.

**The IEP meeting is to be held within 30 calendar days of a determination that the child needs special education and related services.

9.18a *** PARTICIPANTS IN THE IEP MEETING (if separate from the Multidisciplinary Conference)

Parent(s)_____ Print Name _____ Signature

_____ Print Name _____ Signature

Representative of the Local District of Residence_____ Print Name _____ Signature _____ Position

Teacher(s)_____ Print Name _____ Signature _____ Grade or Subject

_____ Print Name _____ Signature _____ Grade or Subject

Member of the Evaluation Team_____ Print Name _____ Signature _____ Position

Child (where appropriate)_____ Print Name

Other_____ Print Name _____ Signature _____ Position

_____ Print Name _____ Signature _____ Position

SAMPLE

***Not mandated on the IEP, but information must be on file in the local school district.

Sample Form 1: Letter of the Law

Student Name_____

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

ANNUAL GOALS

SPECIAL EDUCATION AND RELATED SERVICES

Special Education Instructional Program	Date of Initiation (beginning)	Anticipated Duration (ending)

Vocational Education (when appropriate) ___regular ___specially designed

Physical Education * ___regular ___adapted

Related Services

13.03a Special Transportation

EXTENT OF PARTICIPATION IN REGULAR EDUCATION

Subjects and/or Activities	Extent of Participation (describe)

*Physical education, specially designed if necessary, must be made available to every handicapped child.

SAMPLE

Sample Form 1: Letter of the Law

Student Name_____

Goal_____

OBJECTIVE CRITERIA, EVALUATION PROCEDURES AND SCHEDULES FOR DETERMINING WHETHER THE SHORT-TERM OBJECTIVES HAVE BEEN ACHIEVED			
Short-Term Objectives	Criteria	Evaluation Procedures	Schedules (if more frequently than annually)

SAMPLE

SAMPLE FORMAT – Distributed by IOE for LEA discretionary use only. May be modified and/or copied to meet LEA specific needs.

IEP From: _____

To: _____

INDIVIDUALIZED EDUCATION PROGRAM

SAMPLE IEP FORM 2: Suggested Best Practices

SAMPLE

MEETING PURPOSE

Date

- ☐ Multidisciplinary Conference _____
- ☐ IEP Meeting _____
- ☐ Annual Review _____

☐ New ☐ Continuing ☐ Change ☐ Transfer ☐ Termination

IEP PROCESS CHECKLIST

Date

- ☐ Initial Referral Made
- ☐ Parents Notified (Evaluation)
- ☐ Parents Approval Obtained for Evaluation
- ☐ Non-Academic and Academic Observations Completed
- ☐ Student Evaluation (formal and informal) Completed
- ☐ Parents Notified and Invited to Multidisciplinary Conference
- ☐ Multidisciplinary Conference Held
- ☐ Parents Informed of Rights
- ☐ IEP Placement and Program Recommendations Made
- ☐ Parental Permission for Placement Obtained
- ☐ Parents Informed of Appeals Procedure
- ☐ Parents Notified of and Invited to IEP Meeting (if separate)
- ☐ IEP Meeting Held (if separate)
- ☐ Program Entry Date Selected
- ☐ Annual Review Date Selected
- ☐ Re-evaluation Date Selected
- ☐ IEP Completed
- ☐ IEP Signed by Meeting Participants

YEARLY CLASS SCHEDULE

	TIME	SUBJECT	TEACHER
FIRST SEMESTER			
SECOND SEMESTER			

IDENTIFICATION INFORMATION

STUDENT'S NAME | I.D. NUMBER

SEX | BIRTHDATE | AGE/C.A. | GRADE

MOTHER'S NAME | HOME PHONE | BUSINESS PHONE

ADDRESS

FATHER'S NAME | HOME PHONE | BUSINESS PHONE

ADDRESS

CHILD'S ADDRESS IS: ☐ Same as Mother's ☐ Same as Father's

ETHNIC GROUP | LANGUAGE OR MODE OF COMMUNICATION In the Home | Of the Child

DISTRICT OF RESIDENCE

EXCEPTIONAL CHARACTERISTICS - ELIGIBILITY | SEVERITY

PRIMARY SPECIAL EDUCATION PLACEMENT:

- ☐ District Program ☐ Nonpublic ☐ 14-7.02 ☐ 14-7.03a
- ☐ Joint Agreement Program ☐ Residential ☐ 14-7.02a ☐ 89-313
- ☐ Regional Program ☐ Day ☐ 14-7.03

TRANSPORTATION HANDLED BY:

- ☐ District ☐ Other (specify) _____
- ☐ Joint Agreement

TRANSPORTATION TYPE:

- ☐ Regular
- ☐ Special

HEALTH INFORMATION (Report of Medical History and Current Health Status)

IMMUNIZATION IS: ☐ Complete ☐ Not Complete

- * Last Vision Screening: ☐ Pass ☐ Not Pass Date: _____
- * Last Hearing Screening: ☐ Pass ☐ Not Pass Date: _____
- Last Medical Evaluation: ☐ Pass ☐ Not Pass Date: _____

* Completed at time of evaluation or within previous six months.

SIGNIFICANT FINDINGS AND CURRENT HEALTH STATUS:

Vision _____

Hearing _____

Physical _____

Medication _____

Side Effects (if any)

DOCTOR'S NAME | PHONE

A-4

CASE STUDY EVALUATION

PRE-ASSESSMENT INFORMATION

	MAJOR CONCERNS	PERSON NOTING CONCERN	DATES
Reason for Referral			
Significant Teacher Observations (Special and Regular Teachers)			
Assessment of Learning Environment			
Significant Parental Input or Concerns			
Social Developmental Study (Adaptive Behavior and Cultural Background)			
Review of Academic History			
Significant Cumulative Folder Information			
Other Agency Involvement (Past or Present)			
Interview with Child			

SAMPLE

A-5

LIST ALL POSITIVE AND NEGATIVE FORCES AFFECTING THE STUDENT IN HOME AND SCHOOL ENVIRONMENT

SUPPORTIVE	CONSTRAINING	MOTIVATING	FRUSTRATING

80

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ASSESSMENT INFORMATION

*** Types of Assessment Information**
Standardized Tests: Normed/Criterion
Rating Scales
Observations: Formal/informal
Interviews
Checklist
Informal Assessment

EVALUATION PROCEDURES (Based on Areas of Major Concern((see page 2)

AREA	TYPES OF ASSESSMENT INFORMATION*	STANDARDIZED TEST (Name Instrument)	DATE ADMINISTERED	PERSONS RESPONSIBLE FOR EVALUATION
Math: Computation				
Reasoning				
Reading: Recognition				
Comprehension				
Spelling				
Prevocational/Vocational				
Speech				
Listening Comprehension				
Written Expression				
Expressive Language				
Receptive Language				
Visual Perception				
Auditory Perception				
Social/Emotional Behavior				
Gross Motor				
Fine Motor				
Self-Help Skills				
Other (Specify)				

SAMPLE

A-6

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PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (Significant Findings and Interpretations)

IDENTIFIED AREAS OF STRENGTH	LEVEL OF PERFORMANCE (attach additional pages, if necessary)	DESCRIBE PERFORMANCE (observable behavior)

IDENTIFIED PROBLEM AREA	LEVEL OF PERFORMANCE (attach additional pages, if necessary)	DESCRIBE PERFORMANCE (observable behavior)

IDENTIFIED PROBLEM AREA	LONG RANGE GOALS (2 or more years)	ANNUAL GOALS (Prioritized)

STUDENT INTERESTS

SAMPLE

TYPE	FREQUENCY	AGENCY PROVIDING SERVICE	PERSON RESPONSIBLE	LOCATION	INITIATION DATE	ANTICIPATED DURATION	TERMINATION DATE
Special Education							
Related Services							
Extent of Participation in Regular Education Programs							

SAMPLE

STUDENT'S NAME	PERSONS RESPONSIBLE	
	NAME	POSITION
Goal 1:		

SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL MEDIA AND EQUIPMENT	CRITERIA OF SUCCESSFUL PERFORMANCE	EVALUATION PROCEDURE*	EVALUATED BY WHOM?	DATE OBJECTIVE EVALUATED

SAMPLE

A-9

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* Standardized Tests – Teacher-Made Pre- or Post-Test – Textbook Test – Direct Observation of Performance – Checklist – Rating Scale

STUDENT STATUS

- ☐ New
- ☐ Continuing
- ☐ Change
- ☐ Transfer
- ☐ Termination

MEETING PURPOSE

- ☐ Multidisciplinary Conference
- ☐ Initial IEP Meeting
- ☐ Annual Review

STUDENT'S NAME

PARTICIPANTS	PRINT NAME	SIGNATURE	POSITION
Parent(s)/Guardian			
Rep. of the Local District of Residence			
Teacher(s)			
Member of the Evaluation Team			
Child (where appropriate)			
Special Ed. Director (Designee) (☐ Yes ☐ No Designee)			
Others Involved in Evaluation			
Representative of Nonpublic School			
Interpreter			
Other			

SAMPLE

A-10

The following were explained:

YES	NO	
☐	☐	☐ Multidisciplinary Conference ☐ Recommended Placement ☐ IEP Meeting
☐	☐	I/We have received a copy of my child's individualized educational program.
☐	☐	I/We agree with the conference recommendations including placement.
☐	☐	I/We agree to waive the ten (10) school day preplacement period (initial or change).
☐	☐	I/We agree with the proposed evaluation(s).
☐	☐	Legal rights, including the right to object to placement, were explained and offered in writing

Date *Signature of Parent(s) or Guardian*

Date *Signature of Staff Member Preparing Conference Report*

ANNUAL REVIEW MEETING

EVALUATION OF PRESENT YEAR

EVALUATION DATA FOR DETERMINING WHETHER THE CHILD ACHIEVED THE SHORT-TERM OBJECTIVES	NAME OF PERSON EVALUATING CHILD'S ACHIEVEMENT	POSITION
1. Summary of Formative Data (if utilized) (charts or forms used to record achievement of short-term objectives)		
2. List of Summative Data (if utilized) (types of assessment information, e.g., achievement or post-tests, informal assessment; scores; dates)		
3. Perceptions of Program Effectiveness a. Parent Opinion		
b. Opinions of Those Working with the Student		

SAMPLE

REVISIONS AND RECOMMENDED CHANGES FOR THE NEXT YEAR

1. Complete/Revise Information on page 1.

For each of the following items, record the information on a blank duplicate of the noted page.

2. Present Level of Educational Performance (page 4)
3. Annual Goals (page 4)
4. Special Education (page 5)
5. Related Services (page 5)
6. Extent of Participation in Regular Education Program (page 5)
7. Short-Term Instructional Objectives (page 6)
8. IEP Participants at Annual Review (page 7)
9. Explanation of Parental Rights (page 7)

Sample Form 3

IEP FORM FROM SOUTH METROPOLITAN ASSOCIATION

☐ Multidisciplinary Conference
☐ Individualized Education Program
☐ Annual Review

Student Name _____
*Ethnic Code _____ *Language Code _____ Sex _____
Address _____
_____
Parents _____
Address (if different) _____
_____

Conference Date: _____
☐ New ☐ Continuing ☐ Change ☐ Transfer ☐ Termination
Data Entry Completion Time: _____
I.D. #: _____ District of Residence _____
Birthdate ___/___/___ (month day year) Area Code Phone: ( ) _____
Joint Agreement:
☐ ECHO ☐ Eisenhower ☐ Southwest ☐ SPEED
Primary Special Education Placement:
☐ District Prog. ☐ Joint Agreement Prog. ☐ SMA ☐ IPP
☐ Support Services (less than 50%) (Standard Ed. Placement MUST BE completed)
☐ Instructional Program (50% or more) estimate % _____
☐ Nonpublic
☐ Residential
Teacher _____
Social Security # _____ Prog. _____
School _____ District # _____
Standard Education Placement: District _____ Grade _____
Teacher _____
School _____
Projected Effective Date _____
Projected Review _____
Reevaluation Date _____
No. of Goals Last Year _____ No. of Goals Completed _____ Current No. of Goals _____

Exceptional Characteristics:	**Primary**	**Secondary**
1. Trainably Mentally Handicapped	☐	☐
2. Educably Mentally Handicapped	☐	☐
3. Physically Handicapped	☐	☐
4. Multiply Handicapped	☐	
5. Learning Disabled	☐	☐
6. Visually Impaired	☐	☐
7. Hard-of-Hearing	☐	☐
8. Deaf	☐	☐
9. Deaf/Blind	☐	☐
10. Speech/Language Impaired	☐	☐
11. Educationally Handicapped	☐	☐
12. Behavior Disorder	☐	☐
13. Other Health	☐	☐

Transportation Handled by: District ☐ Joint Agreement ☐
☐ 14-7.02 ☐ 14-7.02a ☐ 14-7.03

PARTICIPANTS

Special Education Director (Designee) _____
District of Residence Personnel
Principal: _____
_____
Joint Agreement Personnel
_____
_____
Parent(s) _____
_____
Student _____
Psychologist _____

Teacher(s) _____
_____
_____
_____
Social Worker _____
Speech/Language Pathologist _____
Nurse _____
Counselor _____
Other (Specify Title) _____
_____
_____

Purpose of Staffing _____
Justification for Placement _____
_____
Recommendations: _____
_____
_____

Yes	No	**The following were explained:**
		☐ Multidisciplinary conference ☐ Recommended placement ☐ Individual education program
		I/We have received a copy of my child's educational program.
		I/We agree with the conference recommendations including placement.
		I/We agree to waive the ten (10) school day preplacement period.
		I/We agree with the proposed evaluation(s).
		Legal rights, including the right to object to placement, were explained and offered in writing.

Date _____
*Ethnic/Lang. Code Infor. on Reverse Side.
Yellow — I.E.P. Manager
White — Joint Agreement
Green — District
Golden Rod — Parent Copy

_____
Signature: Parents or Guardian

_____
Staff Member Preparing Conference Report

SAMPLE

Sample Form 3

INTRODUCTION

The attached forms have been designed so that they serve the multi-purposes of;

Multidisciplinary Conference
Individualized Education Program **for P.L. 94.142.**
Annual Review

When a Multidisciplinary Conference occurs, which is not part of an Individualized Education Program staffing and/or an Annual Review, only the first sheet must be used.

Whenever boxes appear a check-mark is sufficient, while lines indicate the need for written information.

IDENTIFYING INFORMATION

In the top left-hand corner: check all that apply.
- ☐ **Multidisciplinary Conference**
- ☐ **Individualized Education Program**
- ☐ **Annual Review**

The information indicated under "Exceptional Characteristics: Primary" must correspond with where the student appeared/will appear on the 94-142 Child Count.

Under "Exceptional Characteristics: Primary" check only one box.

Under "Exceptional Characteristics: Primary" "Multiply Handicapped" refers only to students whose combination of impairments causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf/blind students.

Under "Exceptional Characteristics: Primary" if "Multiple Handicapped" is checked, check all characteristics which apply to this student under "Secondary."

In the upper right-hand corner "☐ New ☐ Change ☐ Continuing" refers to the special education placement.

"I.D. #" must correspond to the student I.D. # indicated on the 94-142 Child Count.

"Projected Review" should indicate an approximate or specific date.

"☐ 14-7.02 ☐ 14-7.02a ☐ 14-7.03" to be completed by Joint Agreement Directors only.

DUE PROCESS INFORMATION

"Yes" and "No" columns at the bottom of the page may be either checked or initialed by parent.

PRESENT LEVEL OF RELEVANT EDUCATIONAL PERFORMANCE

"Significant Findings" (Medical Evaluation) should include only that information which is relevant to the student's education program.

SUPPORT SERVICES

The "# Proj. Min. Per Week" and "# Proj. Wks. Per Year" refers to delivery of services, not to assessment.

PARTICIPATION IN STANDARD EDUCATION PROGRAM

If a student is full-time in the standard education program and receives no special education except support services, simply check the box under the heading.

I.E.P. INSTRUCTIONAL OBJECTIVES

This sheet may be supplemented by additional materials and/or forms at the discretion of the I.E.P. case manager and/or implementor.

Use a separate I.E.P. Instructional Objectives sheet for each annual goal listed on Page 3.

TERMINOLOGY

"I.E.P. Case Manager" . . . **The person who oversees and is accountable for the student's total education program**

"I.E.P. Implementer" . . . **The person who is accountable for a specific goal, and the accompanying objectives.**

NEW ENROLLMENT

Check this area only when a student has never been placed in special education within the area. This area is to be used when students enter from outside the basic 55-district cooperative area (do not use this area when a student transfers from a district within the area). If a new enrollment is checked, all items should be completed. A student ID will be assigned later.

TERMINATION

This area is to be used when a student moves out of special education, as in the case of: 1) returns to regular program with no support; 2) moves to district outside of 55-district area; 3) withdraws; 4) graduates from high school; and 5) other permanent withdrawals from special education. Complete only the student ID, name and old district of residence.

TRANSFERS

This section is to be used when a student is transferred from one district to another within the 55-district area. (You may ID these districts from list at bottom of SMA stationery or from Cook County directory Special Education Administrative Units list of SMA members, which are ECHO-Eisenhower-SPEED-Southwest Co-operatives.) Only the receiving districts are requested to file a change. Receiving districts should complete all items as if the student was a new enrollment.

CODE	ETHNIC GROUP	
W	White (Not of Hispanic Origin)	— A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
B	Black (Not of Hispanic Origin)	— A person having origins in any of the Black racial groups of Africa.
H	Hispanic	— A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
A	Asian or Pacific Islander	— A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
I	American Indian or Alaskan Native	— A person having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

CODE	LANGUAGES	CODE	LANGUAGES	CODE	LANGUAGES	CODE	LANGUAGES
A	Arabic	F	Greek	K	Japanese	P	Serbo Croatian
B	Mandarin (Chinese)	G	Kashmiri	L	Korean	Q	Spanish 60°+
C	Cantonese (Chinese)	H	Hindustani	M	Lithuanian	R	Vietnamese
D	French	I	Hindi	N	Philippino	S	Others
E	German	J	Italian	O	Polish	X	ENGLISH

SAMPLE

Sample Form 3

Student _____ I.E.P. Case Manager _____

Student I.D.# _____

PRESENT LEVEL OF RELEVANT EDUCATIONAL PERFORMANCE (ATTACH REPORTS) Date _____

AREA	LEVEL	TEACHER/ DIAGNOSTICIAN ESTIMATE	STANDARDIZED TEST (NAME INSTRUMENT)
Math: Computation		☐	
Reasoning		☐	
Reading: Recognition		☐	
Comprehension		☐	
Spelling		☐	
Listening Comprehension		☐	
Written Expression		☐	
Expressive Language		☐	
Receptive Language		☐	
Speech		☐	
Social Development		☐	
Pre-Vocational/Vocational		☐	
Self-Help Skills		☐	
Gross Motor		☐	
Fine Motor		☐	
Visual Perception		☐	
Auditory Perception		☐	
Other (Specify)		☐	

Date of last vision screening _____ ☐ Pass ☐ Not Pass

Date of last hearing screening _____ ☐ Pass ☐ Not Pass

Date of last medical evaluation _____ Significant Findings: _____

RELATED SERVICES	ASSESSMENT			SERVICES				
Type	Pending	Complete	Date Completed	Consult.	Direct Service	Projected Date of Initiation	# Proj. Min. Per Week	# Proj. Wks. Per Year
Speech/Language Pathologist	☐	☐		☐	☐			
Social Worker	☐	☐		☐	☐			
Psychologist	☐	☐		☐	☐			
Counselor	☐	☐		☐	☐			
Nurse	☐	☐		☐	☐			
Reading Resource	☐	☐		☐	☐			
Educably Mentally Hdcp./Resource	☐	☐		☐	☐			
Learning Dis./Resource	☐	☐		☐	☐			
Educational Hdcp./Resource	☐	☐		☐	☐			
Behavior Disorder/Resource	☐	☐		☐	☐			
Physical Therapist	☐	☐		☐	☐			
Occupational Therapist	☐	☐		☐	☐			
Vision Itinerant	☐	☐		☐	☐			
Hearing Itinerant	☐	☐		☐	☐			
Pre/Vocational Co-ordinator	☐	☐		☐	☐			
Audiologist	☐	☐		☐	☐			
Medical (Specify)	☐	☐		☐	☐			
	☐	☐		☐	☐			
Other (Specify)	☐	☐		☐	☐			
Modified P.E.					☐			
Transportation					☐			

SAMPLE

Student:_____ I.E.P. Case Manager: _____

Student I.D.#:_____ Date: _____

PARTICIPATION IN STANDARD EDUCATION PROGRAM

Full Time, In Standard Education Program, Except Support Services ☐

Subject	Projected Date of Initiation	Minutes Per Week	Weeks Per Year	Projected Duration
Standard P.E.				
Art				
Music				
Reading				
Math				
Spelling				
Other Language Arts				
Social Studies				
Science				
Other (Specify)				

SAMPLE

ANNUAL GOALS:

	GOAL	IMPLEMENTER
1.		
2.		
3.		
4.		
5.		
6.		

I.E.P. INSTRUCTIONAL OBJECTIVES

Page _____ of _____

Student: _____

I.D.# _____

I.E.P. Case Manager _____

ANNUAL GOAL _____

School Year _____

Evaluation Period: From _____

To _____

I.E.P. Implementer _____

Title _____

SHORT TERM OBJECTIVES	METHODS & MATERIALS	EVALUATION (Specify Method, Criterion and Schedule for Measuring Progress)	DATE OBJECTIVE MASTERED

SAMPLE

PROGRESS REPORT

(IOE FORM 19-50)

FOR A CHILD PLACED IN A NONPUBLIC FACILITY (14-7.02)

The public school district may or may not require that its own IEP form be completed by the nonpublic facility.

However, the Illinois Office of Education Form Number 19-50, Required Progress Report for Handicapped Students Educated in Nonpublic Facilities (under Section 14-7.02 of The School Code of Illinois) must be completed by the nonpublic facility and filed with the public school district of the student's residence no later than June 30 of each year. The public school district may request reports at the end of each semester and summer school.

If, in addition to IOE Form 19-50, the public school district requires that its own IEP form be completed by the nonpublic facility, the identical information requested by both forms need only appear on the district's IEP form. Any additional information requested on IOE Form 19-50 should then be completed on that form. The two forms should then be attached and submitted together to the public school, as well as having a copy retained by the private facility and placed in the student's record file.

Nonpublic School Approval Section
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

217/782-5517

SAMPLE

Do not send this completed report to the Illinois Office of Education

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Recognition and Supervision
100 North First Street
Springfield, Illinois 62777

Instructions for Completion of the IOE 19-50 Report

SAMPLE

REQUIRED PROGRESS REPORT FOR HANDICAPPED STUDENTS EDUCATED IN NONPUBLIC FACILITIES

These instructions contain guidelines and examples which are provided to assist in the appropriate completion of all sections of this report.

All sections must be completed in accordance with the instructions.

Attachments may be added for any section of this report, if space provided is not sufficient.

This report must be filed with the public school district of the student's residence no later than June 30th of each year (the public school district may request reports at the end of each semester and summer school).

PART A - IDENTIFICATION

SECTION I - STUDENT DESCRIPTION

State a) physical description, b) handicapping characteristics, c) medical diagnosis (if appropriate), d) chronological age, e) mental age (if known), f) verbal or ambulatory ability (if appropriate), g) developmental level (if appropriate), h) academic levels (if appropriate).

SECTION II - STUDENT PROBLEMS

State special problems of the student, a) physical, b) instructional, c) academic, d) behavioral, e) social, f) emotional, (consider multi-disciplinary staffing report from school district, parent information, and results of evaluations).

SECTION III - STUDENT EVALUATION

1. State the specific evaluation tools or procedures used to assess the needs and determine the proficiency level of the student at intake or beginning of the school year in training, behavioral or academic areas.

2. State the specific ongoing evaluation procedures used to measure the student against himself/herself toward short range objectives and annual individualized goals. The frequency of these evaluations must be stated.

Possible assessment tools: 1. teacher observation, 2. developmental checklists, 3. standardized tests, 4. developmental scales, 5. charted growth from base lines, 6. staff conference consensus, 7. comparison with previous documented progress, 8. completion of levels of commercial materials, (i.e. S.R.A., Portage, Reading Series etc.), 9. clinical observation or data, 10. other.

PART B - STUDENT PROGRAM ACCOUNTABILITY

Considering the student's specific problems and the results of the evaluations performed, accountability for the Individual Educational Program of the student must be provided to the school district of residence in the following manner:

SECTION IV - INDIVIDUALIZED ANNUAL GOALS

1. Individualized Annual Goals List. List the primary goals for the student's individualized program to be stressed during this reporting period. Each goal must be expressed in behavioral terms and articulate the realistic expectations for the student during this reporting period.

2. Proficiency Level (Intake-Beginning of School Year) Initial levels of proficiency must be determined for each goal listed in Number One. All proficiency levels must be expressed in behavioral terms.

3. Proficiency Level (Termination-End of School Year) Final levels of proficiency must be determined for each goal listed in Number One. Growth or regression must be indicated for each goal and expressed in behavioral terms for total accountability.

Suggested Goal Areas (use these areas or any others that meet the individualized needs of the student.) Awareness, sensory perception, communication, behavior, self help, gross and fine motor, social and peer interaction, self concept, language, academic, prevocational, vocational, and/or any other areas appropriate to a particular need.

SECTION V - SHORT RANGE OBJECTIVES TO MEET INDIVIDUALIZED ANNUAL GOALS

a. State the specific short range instructional objectives designed for the student to reach each long-range goal projected in Section IV of this form.

b. Each objective must be stated in behavioral terms and reflect the progression of steps required to attain the desired goals for the student.

c. Successive objectives should be added to this section, during this reporting period, as the student progresses through his/her individualized program.

SECTION VI - MATERIALS, EQUIPMENT AND ACTIVITIES

a. List all specific materials, any equipment, or relevant activities utilized to assist the student in attaining growth toward his/her individualized goals.

b. This list should be expanded during this reporting period as the student accomplishes a designed objective, or progresses to a higher function, behavior, or performance level in any area.

SECTION VII - SUPPORTIVE SERVICES

a) List all supportive services or special personnel provided to the student to assist with objectives and growth in goal areas.

b) The intervals or consistent time periods when these services are provided and their specific purpose in relation to the student's identified need, must be stated.

Possible Supportive Services That Could Be Reported

Physical therapy, speech therapy, occupational therapy, individual psychotherapy, group counseling, swimming, bowling, extra-curricular activities, group socialization, vocational counseling, field trips, music or dance therapy, social work services, one-to-one tutoring, special diagnostic or consultative services, community agency services, nurse, physician, or other.

SECTION VIII - PHYSICAL EDUCATION OR ADAPTIVE PHYSICAL EDUCATION PROGRAM

Describe the physical education program for the student.

Physical education is a federally mandated aspect of a handicapped student's total program. If the student does not participate in a formalized physical education program, it is necessary to document why.

SECTION IX - MAINTENANCE OF STUDENT BEHAVIORS AND ACQUIRED SKILLS

a) Describe those areas that consistently require time in a student's day to maintain behaviors and/or required skills necessary to facilitate proficiency level advancement in any goal area stressed during this reporting period.

b) Necessary retraining or reinforcement in a lost or regressed skill or behavior should also be reported.

Potential reporting areas. Maintenance of behaviors or skills in any area (motor, perceptual, self help, speech, etc.), social and emotional adjustments (truancy, peer interaction, self concept), practical use of learned skills (walking, toileting, feeding, self help, work recognition).

SECTION X - PARENT AND FAMILY INVOLVEMENT

a) The parents or guardian of the student must be involved and informed concerning the student's program plans and progress. This involvement is necessary to comply with federal legislation as well as state rules and regulations.

b) With due regard to confidentiality, use this section to indicate, with dates, any parent, family, or guardian involvement in regard to the student and his/her progress. (Keep correspondence, memorandums of record, and signed progress reports in the student's file to document this reporting).

Potential reporting areas. Parent group meetings (dates), verbal progress reporting (dates), parent visits to school (dates), staff visits to home (by whom-dates), therapy for parents as part of school program (dates), counseling (parent-siblings) (dates), correspondence and response, phone calls discussing problems or progress, other contacts or involvement.

SECTION XI - PERTINENT TECHNIQUES AND PRECAUTIONS

a) State any particular techniques or methods that have proven to be effective when interacting with, or educating the student, i.e., smiles, hugs, time out, special foods, isolation, peer pressure, peer approval, a contract or token system, quiet environment, stimulated environment, tight structure, etc.

b) State any particular precautions that should be taken with the student, i.e., student runs away if left alone, student has seizures when exposed to bright light, student becomes agitated when touched, student is easily distracted by environmental stimuli, etc.

SECTION XII - FUTURE PROGRAM AND PLACEMENT

Do not complete this section until conclusion of reporting period.

a) State, on the basis of this year's documented progress and final evaluation, proposed annual goals for the student next year (be specific).

b) Do you feel that the student should be re-evaluated for public school integration or other more appropriate placement?

Questions concerning the Required Progress Report for Handicapped Students Educated in Nonpublic Facilities, or the preceeding instructions concerning this reporting, should be directed to:

SAMPLE

REPORTING PERIOD DATES:

FROM _____

TO _____

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Recognition and Supervision
100 North First Street
Springfield, Illinois 62777

REQUIRED PROGRESS REPORT FOR HANDICAPPED STUDENTS EDUCATED IN NONPUBLIC FACILITIES

under Section 14-7.02 of The School Code of Illinois

INSTRUCTIONS

1. This report must be completed and submitted to the students' school district of residence no later than June 30th of each school year. (School districts may request this form at the end of each semester or summer school).
2. Copies of this report and all attachments, as submitted to the school district, must be retained in the "Individual Student Record File" as long as the student remains in the educational program at the Nonpublic Facility.
3. This report must be completed for each student receiving educational funding under Section 14-7.02 of The School Code of Illinois. All areas of this document must be utilized with due regard to the educational plan of the individual student. (Consult attached sheet which contains directions and examples for completing each section of this report). Additional copies may be obtained from the Nonpublic School Approval Section at the above address.

PART A - IDENTIFICATION

A) NAME AND ADDRESS OF FACILITY OR SCHOOL

B) PHONE

C) NAME OF STUDENT

D) HOME ADDRESS OF STUDENT, IF KNOWN (If ward of State agency, give name of agency and address of contact person)

E) DATE OF BIRTH

F) PUBLIC SCHOOL DISTRICT OF THE STUDENT'S RESIDENCE

G) NAME OF FACILITY DIRECTOR

H) DATE OF ORIGINAL PLACEMENT

I) DATE OF LAST STAFFING REVIEW WITH THE PUBLIC SCHOOL DISTRICT OF THE STUDENT'S RESIDENCE

SECTION I – STUDENT DESCRIPTION

SECTION II – STUDENT PROBLEMS

SECTION III – STUDENT EVALUATION

1) At intake

2) Ongoing

SAMPLE

A-21

IOE 19-50 (10/77)

SECTION V – SHORT RANGE OBJECTIVES TO MEET INDIVIDUALIZED ANNUAL GOALS

SECTION VI – MATERIALS, EQUIPMENT AND ACTIVITIES

SECTION VII – SUPPORTIVE SERVICES

SECTION VIII – PHYSICAL EDUCATION OR ADAPTIVE PHYSICAL EDUCATION PROGRAMS

SAMPLE

SECTION IX – MAINTENANCE OF STUDENT BEHAVIORS AND ACQUIRED SKILLS

SECTION X – PARENT AND FAMILY INVOLVEMENT

SECTION XI – PERTINENT TECHNIQUES AND PRECAUTIONS

SAMPLE

SECTION XII – FUTURE PROGRAM AND PLACEMENT

I, the undersigned, attest that the information provided on and included with this progress report of this student's program, is accurate and true.

Date	*Signature of Facility Administrator*	*Title*

Please review this report and the instructions to determine that all information is provided and attached before sending to the public school district of the student's residence.

PART B - STUDENT PROGRAM ACCOUNTABILITY

SECTION IV - INDIVIDUALIZED ANNUAL GOALS

1. INDIVIDUALIZED ANNUAL GOALS LIST	2. PROFICIENCY LEVEL AT INTAKE OR BEGINNING OF SCHOOL YEAR (for each goal)	3. PROFICIENCY LEVEL AT TERMINATION OR END OF SCHOOL YEAR (for each goal)

SAMPLE

GUIDELINES FOR WRITING BEHAVIORAL OBJECTIVES

The most critical element of a well-written objective is a clear expression of what the child will be able to do as a consequence of instruction. This usually takes the form of an action verb. The more specific the behavior the better since the objective will be subject to fewer interpretations. To help distinguish verbs that are more appropriate for behavioral objectives, examples are provided in the following lists. These verbs were presented by Mager (1962) in his book, How to Write Behavioral Objectives.

Verbs open to many interpretations	Verbs open to fewer interpretations
to know	to write
to understand	to recite
to really understand	to identify
to appreciate	to differentiate
to fully appreciate	to solve
to grasp the significance of	to construct
to enjoy	to list
to believe	to define
to have faith in	to debate

In selecting the appropriate verb, it is useful to envision what the child will be required to do when you evaluate his/her mastery.

By using an action verb, the behavior will be specified in observable, measurable terms. The teacher will be able to observe the child performing the behavior and in some way record the occurence of that behavior. For example, what a child says is an observable behavior. Hitting someone is an observable behavior. Smiling and frowning are observable behaviors. What a child thinks and feels, however are not observable behaviors. What a child is thinking and feeling cannot be observed by a teacher. The action a child takes as a result of what he/she thinks and feels is observable behavior. A child may feel angry but a teacher will not know this unless the child strikes another child or performs some other action which reveals his/her feelings. In writing behavioral objectives, only observable behaviors are useful.

The second most critical element of a well-written objective is a specification of the conditions under which performance is evaluated. This component must be specific in order to avoid misinterpretation. If, for example, the objective has to do with identification of sound blends, then an appropriate specification of the conditions might be: "Given a printed list of...", but is also delimits the objective; i.e., only "l" and "r" blends. This specification of the conditions under which the behavior is to be performed is very important for communication and for the development of an adequate assessment device.

In addition to the specification of the behavior and the conditions, several authors recommend the inclusion of a third element. It is the specification of the criterion for acceptable performance. This usually takes the form of "...with no more than two out of ten incorrect."

Characteristics That Make a Good Behavioral Objective:

1. A good objective conveys to others a picture of what a successful learner will be like when the learning is complete. This is why words like "knows" and "understands" are not adequate. What "knows" means to me may not be what it means to you. It is not explicit enough until you write what the learner will be doing to demonstrate what he "knows".

2. A good objective will state what the child will be doing or will be able to do to demonstrate that he/she has mastered the objective.

3. A good objective will state the conditions under which the child will perform the stated behavior.

4. A good objective will state the criteria of acceptable performance by describing how well the learner must do the task to demonstrate mastery.

Relationship of Evaluation Objectives:

To a large extent, the objective dictates the format and scope of the test or evaluation procedure used to evaluate whether or not the child has achieved the objective. If the behavior and conditions of an objective are well specified, it is likely that two different people could independently write very similar (parallel) tests for the same objective or group of objectives. In general, the objectives form the blueprints for the construction of the tests. Conversely, testing considerations should influence the formulation of the objective. Of course, some tests for behavioral objectives are already available in the teaching materials or in the teachers manuals and new tests need not be written.

To formulate behavioral objectives without testing the performance relevant to the objectives would only be an academic exercise. For the initial IEP, objectives should be developed based on information obtained from the case study evaluation. The futility of developing an objective for a behavior that a pupil can already achieve can be avoided by developing objectives based on current evaluation information. Subsequently, post-testing can provide valuable information as to whether mastery is present or to identify areas that need work. If test information is to facilitate instructional decisions, it is obvious that extended periods between pre- and post-testing may vary as a result of many factors. It is recommended that objectives be delimited such that the pre- and post-test of the objective can reasonable be given. Some objectives may require less time to achieve than others.

Delimiting objectives to meet practical time considerations can be approached by manipulating conditions specified. For example, an objective that requires a young child to identify all letter sounds could take longer time than for an older child.

The above testing consideration should be kept in mind at all times when you select or write your own objective. If a test is not available,

it will be necessary for you to write your own. The following specific recommendations are offered:

1. If the objective calls for a specific skill such as identification, the test should require identification; not naming, reciting or some other allied behavior.

2. If at all possible, the test should call for objective responses, i.e., multiple-choice, true-false, matching, etc., in order to avoid subjective scoring.

3. Include sufficient items for any one objective to ensure that chance alone will be unlikely to result in a passing score. (More true-false items will be needed than if multiple-choice items are used.)

4. When writing reading comprehension items, make sure the items cannot be answered without reading the passage.

APPENDIX B
IEP Task Force Members

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Department of Specialized Educational Services
Illinois Office of Education
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Springfield, Illinois 62777

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Hawthorne District #73
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Vernon Hills, Illinois 60061

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Rockford District #205
201 South Madison
Rockford, Illinois 61101

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Arlington High School
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Rockford, Illinois 61102

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Springfield, Illinois 62777

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Northern Illinois University
DeKalb, Illinois 60115

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Evanston, Illinois 60203

APPENDIX C
Glossary of Terms

At No Cost

means that all specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to non-handicapped students or their parents as a part of the regular education program. (Federal Rules and Regulations 121a.14(b)(1))

Audiology

includes: a) identification of children with hearing loss; b) determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; c) provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; d) creation and administration of programs for prevention of hearing loss; e) counseling and guidance of pupils, parents, and teachers regarding hearing loss; and f) determination of the child's need for group and individual amplification, selecting, and fitting an appropriate aid, and evaluating the effectiveness of amplification. (Federal Rules and Regulations 121a.13(b)(1))

Case Study Evaluation

means a series of in-depth multidisciplinary diagnostic procedures, conducted within an established time frame and designed to provide information about the child, the nature of the problems which are or will be affecting his/her educational development, and the type of intervention and assistance needed to alleviate these problems. (State Rules and Regulations 1.01)

Consent

1) means that the parent(s): a) has been informed of all necessary information; b) understands and agrees in writing to carrying out the activity for which consent is sought; and c) understands that the granting of consent is voluntary on his/her part and may be revoked at any time. (State Rules and Regulations 1.01a)

2) consent should be obtained from the parent before: a) conducting any case study evaluation or reevaluation of the child; b) initial placement of an exceptional child in a program providing special education and related services. (State Rules and Regulations 9.06)

Continuum of Alternative Placements

means the availability of different types of educational environments, for example: regular classes, resource room classes, self-contained classes, day and residential special schools, home instruction, hospital instruction, and institutional instruction. (State Rules and Regulations 1.01b)

Counseling Services

means services provided by qualified personnel such as: social workers, psychologists, guidance counselors, or other qualified personnel. (State Rules and Regulations 1.01c)

Early Identification

means the implementation of a formal plan for identifying a disability as early as possible in a child's life. (Federal Rules and Regulations 12la.13(b)(3))

Evaluation

means procedures used to determine whether a child is handicapped and the nature and extent of the special education and related services that the child needs; procedures used selectively with an individual child and does not include basic tests administered to or procedures used with all children in a school, grade, or class. (Federal Rules and Regulations 12la.500)

Exceptional Children

includes all children designated in Article XIV of The School Code of Illinois. These children may exhibit handicapping or exceptional characteristics ranging from mild to very severe. (State Rules and Regulations 1.02 and 9.16)

1. Visual impairment - The child's visual impairment is such that the child cannot develop his or her educational potential without special services and materials.

2. Hearing impairment - The child's residual hearing is not sufficient to enable him or her to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication. Or the child exhibits a hearing loss which prevents full awareness of environmental sounds and spoken language, limiting normal language acquisition and learning achievement.

3. Physical and health impairment - The child exhibits a physical or health impairment, either temporary or permanent, which interferes with his or her learning and/or which requires adaptation of the physical plant.

4. Speech and/or language impairment - The child exhibits deviations of speech and/or language processes which are outside the range of acceptable deviation within a given environment and which prevent full social or educational development.

5. Specific learning disability - The child exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Such term includes conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

6. Education handicap - The child exhibits educational maladjustment related to social or cultural circumstances.

7. Behavior disorder - The child exhibits an affective disorder and/or adaptive behavior which significantly interferes with his or her learning and/or social functioning.

8. Mental impairment - The child's intellectual development, mental capacity, adaptive behavior, and academic achievement are markedly delayed. Such mental impairment may be mild/moderate, severe, or profound.

9. Multiple impairment - The child exhibits two or more imparments, severe in nature or total impact, which significantly affect his or her ability to benefit from the educational program.

Free Appropriate Public Education
means special education and related services which: a) are provided at public expense, under public supervision and direction, and without charge; b) meet the standards of the state educational agency, including the requirements of Part B EHA; c) include preschool, elementary school or secondary school education; and are provided in conformity with an individualized education program. (Federal Rules and Regulations 121a.4)

Handicapped Children
means those children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf/blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services. (Federal Rules and Regulations 121a.5(a)) (Illinois uses the term "Exceptional Children")

Individualized Education Program (IEP)
means a written statement for an exceptional child that provides at least a statement of: the child's present levels of educational performance; annual goals and short-term instructional objectives; specific special education and related services; the extent to which the child will be able to participate in the regular education program; the projected dates for initiation of services; anticipated duration of services; appropriate objective criteria and evaluation procedures and schedules for determining at least on an annual basis, whether instructional objectives are being achieved. (Federal Rules and Regulations 121a.341-121a.349 and State Rules and Regulations 1.02a)

Instructional Programs
means those activities which provide the principal elements of the exceptional child's educational development at any given time. These activities may include any or all of the following: 1) evaluation of the nature of the child's educational needs; 2) amelioration

of and compensation for visual, auditory, physical, speech or other impairments; 3) development of language concepts and communication skills; 4) educational experiences which are adjusted in content, emphasis, rate or location; and 5) modification of social skills or emotional adjustment. An instructional program is considered one in which the exceptional child spends 50% or more of his/her school day. (State Rules and Regulations 1.03)

Intermediate Educational Unit
means any public authority, other than a local educational agency which: a) is under the general supervision of a state educational agency; b) is established by state law for the purpose of providing free public education on a regional basis; and c) provides special education and related services to handicapped children within that state. (Federal Rules and Regulations 121a.7)

Language Use Pattern
means the language or combination of languages the child uses to conceptualize and communicate those conceptualizations. (State Rules and Regulations 1.04)

Least Restrictive Environment
means that to the maximum extent appropriate, handicapped children are educated with nonhandicapped children. Special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap requires that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (State Rules and Regulations 1.05)

Local Educational Agency
means a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school; also includes intermediate educational units. (Federal Rules and Regulations 121.8)

Medical Services
means services provided by a licensed physician to determine a child's medically related handicapping condition which results in the child's need for special education and related services (Federal Rules and Regulations 121a.13(b)(4))

Multidisciplinary Conference
means a deliberation among appropriate persons for the purpose of determining eligibility for special education, developing recommendations for special education placement, reviewing educational progress or considering the continuation or termination of special education for an individual child. (State Rules and Regulations 1.05a)

Native Language

when used with reference to a person of limited English-speaking ability, means the language normally used by that person or in the case of a child, the language normally used by the parents of the child. (Bilingual Education Act (703(a)(2) and Federal Rules and Regulations 12la.9)

Notice

means that written notice which must be given to parents of exceptional children before the public agency proposes to or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education. (Federal Rules and Regulations 12la.504)

Occupational Therapy

includes: a) improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; b) improving ability to perform tasks for independent functioning when functions are impaired or lost; and c) preventing through early intervention, initial or further impairment or loss of function. (Federal Rules and Regulations 12la.13(b)(5))

Parent

means a natural or adoptive parent, a guardian, a person acting as a parent of a child or a surrogate parent who has been appointed by the Illinois Office of Education. (State Rules and Regulations 1.06)

Parent Counseling and Training

means procedures utilized in assisting parents in understanding the special needs of their child and providing parents with information about child development. (State Rules and Regulations 1.06a)

Personally Identifiable

means that information includes: a) the name of the child, the child's parent, or other family member, b) the address of the child; c) a personal identifier, such as the child's social security number or student number; or d) a list of personal characteristics or other information which would make it possible to identify the child with reasonable certainty. (Federal Rules and Regulations 12la.500)

Physical Education

means the development of: 1) physical and motor fitness, 2) fundamental motor skills and patterns, and 3) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and includes special physical education, adapted physical education, movement education, and motor development. (Federal Rules and Regulations 12la.14(b)(2))

Physical Therapy

means services provided by a qualified physical therapist. (Federal Rules and Regulations 12la.13(b)(7))

Professional Worker

means a trained specialist including speech correctionist, school social worker, school psychologist, psychologist intern, school social worker intern, special administrator intern, registered therapist, professional consultant, special administrator or supervisor giving full time to special education and teacher who has the required special training. (The School Code of Illinois 14-1.10)

Psychological Evaluation

shall be defined as an individual evaluation of the child's functioning in the cognitive, psychomotor, social/emotional, and academic achievement or aptitute areas using appropriately validated formal and informal tests and evaluation material. (State Rules and Regulations 1.06b)

Psychological Services

include: a) administering psychological and educational tests and other assessment procedures; b) interpreting assessment results; c) obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; d) consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behaviorial evaluations; and e) planning and managing a program of psychological services, including psychological counseling for children and parents. (Federal Rules and Regulations 121a.13(b)(8)) (See "School Psychologist" - Chapter IV.)

Public Agency

includes the state educational agency, local educational agencies, intermediate educational units, and any other political subdivisions of the state which are responsible for providing education to handicapped children. (Federal Rules and Regulations 121a.11)

Recreation

includes: a) assessment of leisure function; b) therapeutic recreation services; c) recreation programs in schools and community agencies; and d) leisure education. (Federal Rules and Regulations 121a.13(b)(9))

Reevaluation

means a series of diagnostic procedures which are performed for the purpose of determining a child's continued eligibility for special education. (State Rules and Regulations 1.07a)

Referral

means a formal procedure, established by the local school district, by which a case study evaluation may be requested. (State Rules and Regulations 1.08)

Related Services

means the developmental, corrective, and other supportive services which are required to assist a handicapped child to benefit from special education. Such services include: speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes, transportation, school health services, social work services, and parent counseling and training (State Rules and Regulations 1.08a)

Resource Programs

means specialized educational instructional services which are provided to the child for less than 50% of his/her school day. (State Rules and Regulations 1.08b)

School Days

means those days on which school is officially conducted during the regularly established school year. (State Rules and Regulations 1.09)

School Health Services

means services provided by a qualified school nurse or other qualified persons. (State Rules and Regulations 1.09a)

Screening

means the process of reviewing all children in a given group with a set of criteria for the purpose of identifying certain individuals for evaluations who may be in need of special education. (State Rules and Regulations 1.10)

Social Developmental Study

means a compilation and analysis of information concerning those life experiences of the child, both past and present, which pertain to the child's problems and/or to the possible alleviation of those problems (State Rules and Regulations 1.11)

Social Work Services in Schools

includes: a) preparing a social or developmental history on a handicapped child; b) group and individual counseling with the child and family; c) working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and d) mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program. (Federal Rules and Regulations 121a.13(b)(11)) (See "School Social Worker" - Chapter IV)

Special Education

means those instructional and resource programs and related services, unique materials, physical plant adjustments, and other special educational facilities described or implied in Article XIV of The School Code of Illinois which, to meet the unique needs of exceptional children, modify, supplement, support or are in the place of the standard educational program of the public schools.

The term includes speech pathology and vocational education. (State Rules and Regulations 1.12)

Special Education Placement
means the provision of specified special education services, including and limited to a special education instructional program, resource program, special education related services, speech and language services, homebound services, hospital services, referral to a nonpublic program or a state-operated facility. (State Rules and Regulations 1.13) or the actual setting (receiving school, classroom, and programs in which the child will be served; it is a multi-step process which includes: 1) determination of need for special education; 2) nature (category) and intensity (resource room, self-contained, etc.); 3) actual attendance center or facility for classroom setting and teacher.

Special School
means an educational setting which is established by the local school district exclusively to meet the needs of exceptional children. (State Rules and Regulations 1.14)

Special Transportation
means those transportation services which are required because of the child's exceptional characteristics or the location of the special education program or related services, and which are in addition to the regular transportation services provided by the local school district. (State Rules and Regulations 1.15)

Speech Pathology
includes: a) identification of children with speech or language disorders; b) diagnosis and appraisal of specific speech or language disorders; c) referral for medical or other professional attention necessary for the habilitation of speech or language disorders; d) provisions of speech and language services for the habilitation or prevention of communicative disorders; and e) counseling and guidance of parents, children, and teachers regarding speech and language disorders. (Federal Rules and Regulations 121a.13(b)(12)) (See "Speech/Language Clinician" - Chapter IV)

Standard Educational Program
means the educational program generally offered by the local school district to the majority of its students. (State Rules and Regulations 1.16)

Surrogate Parent
means a person who acts in the educational behalf of an exceptional child in accordance with Article XI of the State Rules and Regulations. (State Rules and Regulations 1.17)

Vocational Education
means organized educational programs which are directly related to the preparation of individual for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (Federal Rules and Regulations 121a.14(b)(3))

APPENDIX D
Illinois Organizations

This guide to Illinois agencies and resources should not be considered complete, but it is hoped it will become a useful resource document to those persons concerned with exceptional children in obtaining information or services. While the agencies may be contacted directly, it is suggested that one contact the local director of special education for assistance prior to contacting these groups.

Advocates for the Handicapped
2200 Merchandise Mart
Chicago, Illinois 60654

Chicago Lighthouse for the Blind
1859 West Roosevelt Road
Chicago, Illinois 60608

Concerned People for Exceptional Children
209 West Tazewell
Tremont, Illinois 61568

Coordinating Council for Handicapped Children
Room 680
407 South Dearborn Street
Chicago, Illinois 60605

Department of Children and Family Services
Gregory Coler, Director
1 North Old State Capitol Plaza
Springfield, Illinois 62706

Department of Corrections
J. Clark Esarey, Superintendent
Adult and Juvenile Divisions
School District 428
400 Armory Building
Springfield, Illinois 62706

Department of Mental Health and Developmental Disabilities
Dr. Robert deVito, Director
Room 401
Stratton Building
Springfield, Illinois 62706

Department of Public Health
Paul Peterson, Director
Room 450
535 West Jefferson Street
Springfield, Illinois 62702

Division of Services for Crippled Children--Univeristy of Illinois
540 Iles Park Place
Springfield, Illinois 62718

Division of Vocational Rehabilitation
James S. Jeffers, Director
623 East Adams
Springfield, Illinois 62701

Dyslexia Memorial Institute
1936 South Michigan Avenue
Chicago, Illinois 60616

Fund for Perceptually Handicapped Children
Post Office Box 656
Evanston, Illinois 60204

Illinois Administrators of Special Education
Post Office Box E
Norris City, Illinois 62869

Illinois Advisory Committee on Nonpublic Schools
330 Webster Avenue
Chicago, Illinois 60614

Illinois Alliance for Exceptional Children and Adults
515 West Giles Lane
Peoria, Illinois 61614

Illinois Association for Parents of Deaf/Blind
6336 Beechwood
Matteson, Illinois 60443

Illinois Association for Retarded Citizens
Don Moss, Executive Director
6 North Michigan Avenue
Chicago, Illinois 60602

Illinois Association of Head Start Directors
54 West 154th Street
Harvey, Illinois 60426

Illinois Association of School Administrators
535 Iles Park Place
Springfield, Illinois 62718

Illinois Association of School Boards
330 Iles Park Place
Springfield, Illinois 62718

Illinois Association of School Nurses
588 Sharon Way
Bolingbrook, Illinois 60439

Illinois Association of School Social Workers
329 Kathleen Drive, Apartment 3
Elgin, Illinois 60120

Illinois Association of Superintendents of Educational Service Regions
McDonald County Courthouse
Macomb, Illinois 61455

Illinois Catholic Conference
Room 302
300 East Monroe Street
Springfield, Illinois 62701

Illinois Commission on Children
Room 206
3 West Old State Capitol Plaza
Springfield, Illinois 62701

Illinois Council for Children with Learning Disabilities
6513 North St. Louis
Lincolnwood, Illinois 60645

Illinois Council for Exceptional Children
2035 Eleventh Street
Moline, Illinois 61265

Illinois Council for the Hearing Impaired
1300 West Northwest Highway
Mount Prospect, Illinois 60058

Illinois Developmental Disabilities Advocacy Authority, Inc.
Suite 917
1 West Old State Capitol Plaza
Springfield, Illinois 62701

Illinois Educational Association
100 East Edwards
Springfield, Illinois 62704

Illinois Epilepsy Association
Suite 323
1200 Harger Road
Oakbrook, Illinois 60521

Illinois Guidance and Personnel Association
Post Office Box 220
Charleston, Illinois 61920

Illinois Handicap Services Advocacy Effort - Head Start Program
Department of Human Services
Children and Youth Services Division
640 North LaSalle
Chicago, Illinois 60610

Illinois Office of Education
Dr. Joseph M. Cronin
State Superintendent of Education
100 North First Street
Springfield, Illinois 62777

Illinois Regional Library for the Blind and Physically Handicapped
Chicago Public Library
4544 North Lincoln Avenue
Chicago, Illinois 60625

Illinois Regional Resource Center
Dr. Gaylen Kapperman, Project Director
Department of Learning and Development
Northern Illinois University
Graham Hall
DeKalb, Illinois 60115

Illinois School Psychologists Association
1301 West Cossitt
LaGrange, Illinois 60525

Illinois Speech and Hearing Association
Room 111
730 East Vine Street
Springfield, Illinois 62703

Illinois Society for Autistic Children
Room 211
730 East Vine
Springfield, Illinois 62703

Planning Consortium for Children's
Services in Illinois
Suite 618
1 West Old State Capitol Plaza
Springfield, Illinois 62701

State Advisory Council on Education of
Handicapped Children
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

United Cerebral Palsy of Illinois
309 South Third Street
Springfield, Illinois 62701

U.S. Commission of Civil Rights
Midwestern Regional Office
Room 3280
230 South Dearborn Street
Chicago, Illinois 60604

APPENDIX E
National Organizations

This guide to national agencies should not be considered complete, but it is hoped that it will become a useful resource document to those persons concerned with exceptional children in obtaining information or services. While the agencies may be contacted directly, it is suggested that one contact the local director of special education for assistance prior to contacting these groups.

Alexander Graham Bell Association
for the Deaf, Inc.
3417 Volta Place, N.W.
Washington, D.C. 20007

American Academy for Cerebral Palsy
and Developmental Medicine
Suite 1030
1255 New Hampshire Avenue, N.W.
Washington, D.C. 20036

American Alliance for Health,
Physical Education, and Recreation
Programs for the Handicapped
1201 - 16th Street, N.W.
Washington, D.C. 20036

American Association for the
Education of the Severely/
Profoundly Handicapped
1600 West Armory Way
Garden View Suite
Seattle, Washington 98119

American Association of Special
Education
107-20 125th Street
Richmond Hill, New York 11419

American Association of Workers
for the Blind
1511 K Street, N.W.
Washington, D.C. 20005

American Association on Mental
Deficiency
5101 Wisconsin Avenue, N.W.
Washington, D.C. 20016

American Coalition of Citizens with
Disabilities, Inc.
Room 817
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

American Occupational Therapy
Association
Suite 200
6000 Executive Boulevard
Rockville, Maryland 20852

American Personnel and Guidance
Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Physical Therapy Association
1156 15th Street, N.W.
Washington, D.C. 20005

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

American Rehabilitation Foundation
1800 Chicago Avenue
Minneapolis, Minnesota 55404

American Speech - Language - Hearing
Association
10801 Rockville Pike
Rockville, Maryland 20852

Association for Childhood Education
International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Association for Children with
Learning Disabilities
5225 Grace Street
Pittsburgh, Pennsylvania 15236

Association for Education of the
Visually Handicapped
919 Walnut Street - Fourth Floor
Philadelphia, Pennsylvania 19107

Association of Rehabilitation Facilities
Suite 955
5530 Wisconsin Avenue
Washington, D.C. 20015

Bureau of Education for the Handicapped
United States Office of Education
Department of Health, Education
and Welfare
7th and D Street, S.W.
Washington, D.C. 20202

Clearinghouse on the Handicapped
Office for Handicapped Individuals
Department of Health, Education
and Welfare
Hubert Humphrey Building, Room 338D
Washington, D.C. 20201

Closer Look
National Information Center for the
Handicapped
Post Office Box 1492
Washington, D.C. 20013

Committee for the Handicapped/People
to People Program
LaSalle Building, Suite 610
Washington, D.C. 20036

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

International Association of Pupil
Personnel Service Workers
5515 Sheridan Road
Kenosha, Wisconsin 53140

Mental Health Law Project
1220 19th Street, N.W.
Washington, D.C. 20036

National Association for the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

National Association for
Down's Syndrome
282 West Fullerton
Addison, Illinois 60101

National Association for
Music Therapy, Inc.
Box 610
Lawrence, Kansas 66044

National Association for
Retarded Citizens
Post Office Box 6109
2709 Avenue E East
Arlington, Texas 76011

National Asssociation for the
Visually Handicapped
305 East 24th Street
New York, New York 10010

National Association of the
Physically Handicapped, Inc.
3225 Grandview Avenue
Cincinatti, Ohio 45206

National Association of Social Workers
Suite 600
1425 H Street, N.W.
Washington, D.C. 20005

National Association of State
Directors of Special Education
1201 16th Street, N.W.
Washington, D.C. 20036

National Braille Association, Inc.
2470 S.W. 22nd Avenue
Miami, Florida 33145

National Center for Law and the
Handicapped
1235 North Eddy Street
South Bend, Indiana 46617

National Committee for Citizens
in Education
Suite 410
Wilde Lake Village Green
Columbia, Maryland 21044

National Easter Seal Society for
Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60623

National Society for Autistic Children
169 Tampa Avenue
Albany, New York 12208

United Cerebral Palsy Association
66 East 34th Street
New York, New York 10016

APPENDIX F
References

The following reference documents and media resources may prove helpful in meeting the mandates of P.L. 94-142.

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Due Process in Special Education: A Step-by-Step Resource Manual for Hearing Officers. Washington, D.C.: National Association of State Directors of Special Education, 1978.

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Media Resources

Conducting Assessments in Special Education. Washington, D.C.: National Association of State Directors of Special Education.

Presentation covers the federal requirements for conducting assessments in special education, useful for inservice training for parents, educators and assessment personnel.

Includes slide/tape.

Hello Everybody. Pasadena, California: SFA James Stanfield Film Associates.

Mainstreaming package prepares students to accept handicapped individuals, gives information on IEPs, serves as a basis for parent programs, provides positive role models for handicapped children.

Includes six sound filmstrips and curriculum guide.

IEP Man. Washington, D.C.: National Association of State Directors of Special Education.

A step-by-step overview of the development of IEPs by a special education placement committee.

Includes one filmstrip, tape, script (in cartoon format).

IEP Specimen Set. Hollister, California: Cybernetic Learning Systems.

The manual provides information on legal requirements, assessment, guidelines for the IEP process, case studies, and practice workbook. The forms included may be adopted for district use.

Includes IEP manual and IEP comprehensive and implementation forms.

Implementing Procedural Safeguards - P.L. 94-142: A Guide for Schools and Parenting. Reston, Virginia: Council for Exceptional Children (in conjunction with Children's Television Workshop), 1978.

Multi-media package for inservice/preservice addressing the identification, evaluation and placement process; how the law works (case studies); and how a procedural safeguard hearing works.

Includes three sound filmstrips, three audio cassettes, guidebook, dittomasters.

Individualized Educational Program Package. Guilford, Connecticut: Special Learning Corporation.

Designed for administrators, teachers, parents, and psychologists who are involved with P.L. 94-142 and the planning of IEPs. Specific techniques of implementation and methods of approach are outlined.

Includes three filmstrips and cassettes, guide, and duplicating masters.

Individualized Education Programs for Handicapped Children. Reston, Virginia: Foundation for Exceptional Children.

Provides practical assistance in understanding and developing IEPs. Shows how teachers, administrators, parents (and the child) participate in the development and writing of IEPs.

Includes three sound filmstrips and the manual, A Primer on Individualized Education Programs for Handicapped Children.

The Intent of the IEP. Washington, D.C.: National Association of State Directors of Special Education.

Discusses Congressional intent behind the IEP.

Includes slide/tape and scripts.

P.L. 94-142: The Education for all Handicapped Children Act of 1975. Reston, Virginia: Council for Exceptional Children, 1976.

Multi-media package developed to help educators and parents understand P.L. 94-142. Other laws and suggested resources are referenced to help the presenter locate relevant material for expanded discussion.

Includes three captioned filmstrips with three audio cassettes, scripts for each filmstrip, a copy of the law, and a question and answer booklet.

Vimcent Filmstrip Tape Programs. Los Angeles, California: Vimcent Associates.

Filmstrip/tape program with instructor's manual and response sheets on the following titles:

1. Educational Objectives
2. Systematic Instructional Decision Making
3. Selecting Appropriate Educational Objectives
4. Establishing Performance
5. Appropriate Practice
6. Perceived Purpose
7. Evaluation
8. A Curriculum Rationale
9. Defining Content for Objectives
10. Identifying Affective Objectives
11. Analyzing-Learning Outcomes
12. Knowledge of Results
13. Teaching Units and Lesson Plans
14. Teaching of Reading
15. Discipline

16. Modern Measurement Methods
17. Instructional Supervision a Criterion-Referenced Strategy
18. Experimental Designs for School Research
19. How to Prepare Teaching Performance Tests
20. Using Teaching Performance Tests for Instructional Involvement and Skill Assessment
21. Individualizing Instruction
22. Alternative Avenues to Educational Accountability
23. Current Conceptions of Educational Evaluation
24. Instructional Tactics for Affective Goals
25. Deciding on Defensible Goals Via Educational Needs Assessment
26. Alternative Measurement Tactics for Educational Evaluation
27. Opening Classroom Structure
28. Humanizing Educational Objectives
29. Teacher Aides in the Classroom
30. Educational Quality
31. What to Look for in a Criterion Referenced Test